

National Parent-Teacher

The P.T.A.



Magazine

15 cents

November 1945



Official Magazine of the National Congress of Parents and Teachers

Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



Membership — 3,487,138 . . .

Alabama	89,112	Maine	8,269	Oregon	41,551
Arizona	14,963	Maryland	22,930	Pennsylvania	165,977
Arkansas	59,413	Massachusetts	39,481	Rhode Island	14,624
California	472,979	Michigan	119,535	South Carolina	22,562
Colorado	58,685	Minnesota	71,202	South Dakota	13,231
Connecticut	35,798	Mississippi	26,938	Tennessee	101,053
Delaware	6,870	Missouri	98,143	Texas	198,227
District of Columbia	23,013	Montana	12,115	Utah	33,549
Florida	92,330	Nebraska	33,417	Vermont	10,692
Georgia	76,517	Nevada	2,923	Virginia	68,046
Hawaii	6,217	New Hampshire	5,305	Washington	72,582
Idaho	15,071	New Jersey	136,647	West Virginia	51,001
Illinois	233,271	New Mexico	6,958	Wisconsin	41,637
Indiana	97,134	New York	125,398	Wyoming	4,752
Iowa	63,514	North Carolina	112,255	War Relocation Projects:	
Kansas	64,680	North Dakota	16,002	Arizona, California,	
Kentucky	58,102	Ohio	250,755	Colorado	2,942
Louisiana	28,725	Oklahoma	60,045	TOTAL	3,487,138

TOTAL NUMBER OF P.T.A.'s • 25,000

NATIONAL PARENT-TEACHER THE P.T.A. MAGAZINE

600 South Michigan Blvd., Chicago 5, Illinois

OFFICERS OF THE MAGAZINE

Mrs. JAMES FITTS HILL.....President
Mrs. WILLIAM A. HASTINGS....Vice-President
Mrs. ALBERT L. GARDNER.....Treasurer
Mrs. JOHN E. HAYES.....Secretary

DIRECTORS

Mrs. James Fitts Hill Mrs. John E. Hayes
Mrs. W. A. Hastings Mrs. Murl Hendrickson
Dr. Edgar Dale Mrs. L. W. Hughes
Mr. J. W. Faust Mrs. H. S. Klein
Mrs. A. L. Gardner Mrs. Jack M. Little
Dr. Elise H. Marten's

NATIONAL PARENT-TEACHER, the P.T.A. magazine, is the official magazine of the National Congress of Parents and Teachers. All officers and directors are members of the Board of Managers of the National Congress. The directory of the Congress will be found on the inside back cover.

EDITORIAL OFFICE

600 South Michigan Blvd., Chicago 5, Illinois
The Magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

SUBSCRIPTION OFFICE

600 South Michigan Blvd., Chicago 5, Illinois
ELEANOR TWISS, Business Manager

RATES

\$1.00 a year—U.S. and possessions
1.25 a year—Canada Single copy
1.50 a year—Foreign 15 cents

Make check or money order payable to the National Parent-Teacher and mail to the above address. Allow four weeks for first copy to reach you.

Notice of change of address must be given one month in advance and must show both old and new addresses.

★

The NATIONAL PARENT-TEACHER is listed in the *Education Index*.

★

Published monthly, September to June inclusive, by NATIONAL PARENT-TEACHER, INCORPORATED.

Entered as Second Class Matter October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

Copyright 1945 by
National Parent-Teacher, Incorporated

MEMBER OF THE



National Parent-Teacher

(Title Registered U.S. Patent Office)



VOL. XL

No. 3

CONTENTS

November 1945

PAGE

The President's Message: For This We Are Thankful... 3

ARTICLES

What Can We Substitute for War?
William Dow Boutwell 4

Life Is Your Working Material
III. When Purpose Takes On Form
Bonaro W. Overstreet 7

Christmas Is Coming!*Elizabeth B. Hurlock* 10

Lessons from the War.....*Donald J. Shank* 14

Thanksgiving in France...*Robert P. Tristram Coffin* 19

Youth Appraises the American Way
Gertrude Laws and Mildred J. Wiese 24

The Best of the Newest in Children's
Literature*May Lamberton Becker* 30

FEATURES

Notes from the Newsfront..... 13

NPT Quiz Program..... 17

Poetry Lane 21

What's Happening in Education?.....*G. L. Maxwell* 22

Searchlights and Compass Points.*Charles W. Phillips* 27

As Our National Chairmen See It..... 29

The Precious Preschool Years (Outline)
Ethel Kavin 33

P.T.A. Frontiers..... 34

Motion Picture Previews.....*Ruth B. Hedges* 36

The Family Builds the Future (Outline)
Ralph H. Ojemann 38

Looking into Legislation.....*Catherine F. McClellan* 39

Five-Star Final 40

EDITOR: EVA H. GRANT

ASSOCIATE EDITORS

H. B. McCARTY

ANNA H. HAYES

MINNETTA A. HASTINGS

RALPH H. OJEMANN

AGNES SAMUELSON

ADVISORY EDITORS

MAY LAMBERTON BECKER, *Reader's Guide in "Books,"* New York Herald Tribune

ETHEL KAWIN, *Director of Guidance,* Glencoe Public Schools

G. L. MAXWELL, *Dean of Administration,* University of Denver

BONARO W. OVERSTREET, *Author, Lecturer, and Adult Educator*

GEORGE D. STODDARD, *Commissioner of Education,* New York State Education Department

PAUL WITTY, *Professor of Education,* Northwestern University

MARY A. FERRE, *Director of Production*



© H. Armstrong Roberts

This nation was built on a foundation of faith in God and man, and faith in God and man is the core of all true religion. It must not be lost to us, and the only shrines of its preservation lie in the hearts and minds of the oncoming generation. The National Congress of Parents and Teachers hails American parents who, like this mother, encourage their children to know and to feel the blessings of spiritual strength.

The President's Message

FOR THIS WE ARE THANKFUL

FOR the first time in years we can celebrate our great national holiday in a world where the guns have ceased firing; and for this we can be devoutly thankful.

For the first time in years many families can sit around the dinner table as a complete circle, with no vacant chairs; and for this we breathe a prayer of thanksgiving.

Our land has not been torn by opposing armies, nor have our cities been bombed. Our homes and schools and churches, as well as our industries, have not been destroyed; and for all this we are grateful—and humble.

We have learned the value of the simple things of life—food, shelter, and the companionship of loved ones—and we know now that these are the essentials. For this knowledge we give thanks.

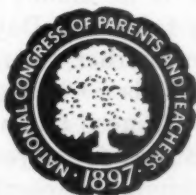
This year our farms have produced as never before. So great is our abundance that all our families can be well nourished. Yet at the same time we have learned that millions on this earth have never had enough to eat. The scourge of war has destroyed so much of the earth's productiveness in so many lands that millions are hungry now who once had plenty. In truth, we have come to realize the importance of food. As General Eisenhower put it, "Without food there can be no peace."

We have seen all the scientific knowledge and inventive genius of man turned toward destruction, but we know from our own experience that the same knowledge and genius can be used to make this globe a happy habitation for man, if we will only change our ways of thinking and acting.

Let's begin to do so now—at this Thanksgivingtime when our hearts are so full. As our loved ones gather on that festive day, will we have the vision to look beyond our own personal joy? Will we remember the homes where there will always be a vacant chair or the homes where some member of the family has suffered irreparable injury? Will we use our imaginations and think about those who are homeless, hungry, hopeless? Will we be willing to make even a small sacrifice to help those who face one of history's worst winters? Will we have the courage, patience, and determination to try, and keep on trying, to make this truly one world of good neighbors?

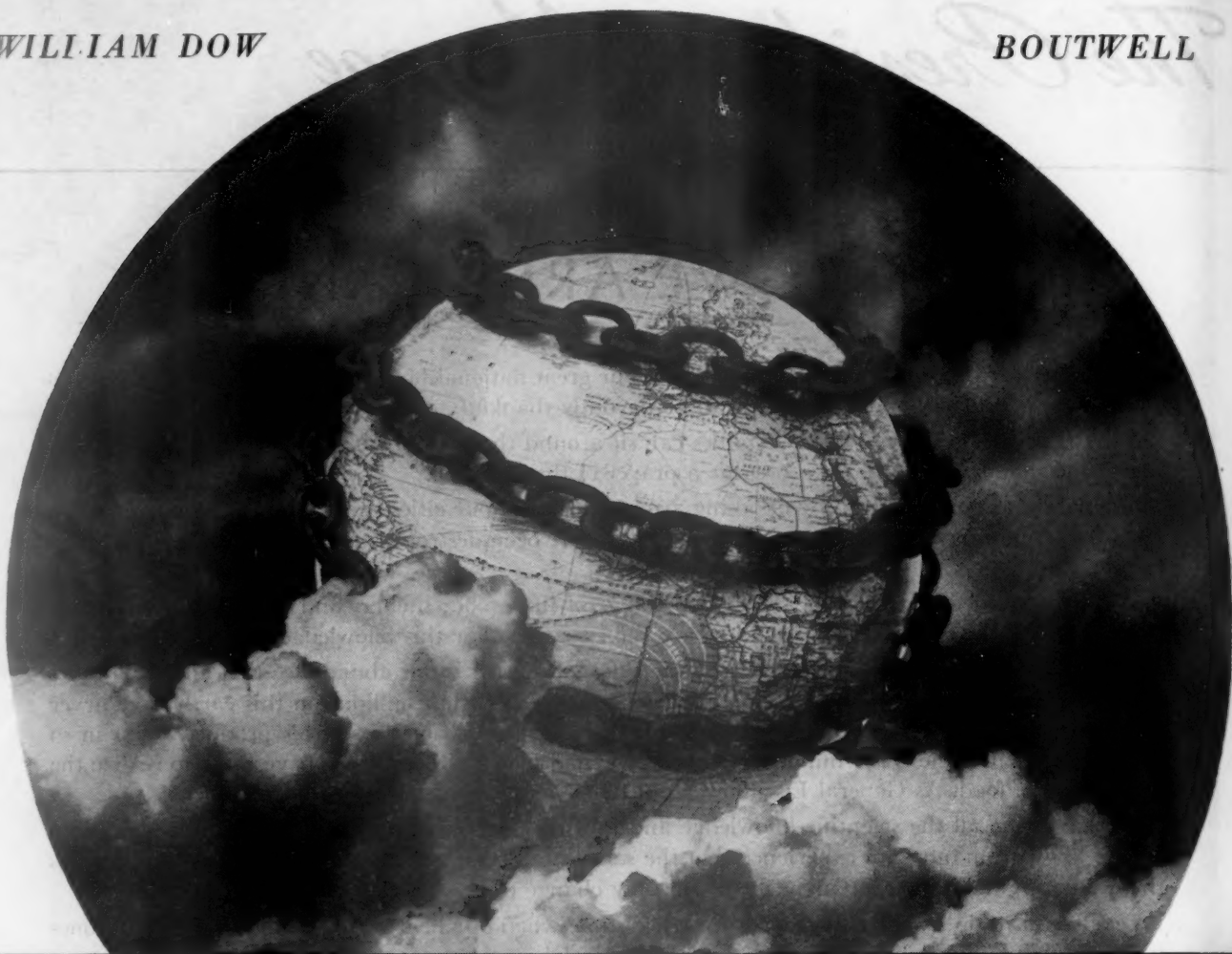
SO OUR joy is tempered, and sober thoughts companion our lighthearted happiness. We are grateful for the perils we have escaped; for the sacrifice and devotion of our own sons and daughters who have enabled us to begin anew; for the steadfastness of those who held out against our common foes until we could muster our full strength for final victory. In our gratitude we pray that we may rise above the narrow selfishness that makes us unwilling to think of our nation as only *one* of all the United Nations. We pray for the determination to make our vision of human rights and the fundamental freedoms a reality, by using our great national strength to give moral leadership to the world.

Yes, Thanksgiving Day 1945 is a day on which to moderate our personal and family happiness with an acceptance of the heavy responsibilities that have been placed upon us by the course of human history. On that day our first duty should be to go to church and do some earnest soul-searching before we give ourselves over to festivity. On that day let us give thought to the future while we remember the lessons of the past.



Marionetta A. Hastings

President, National Congress of Parents and Teachers



WHAT CAN WE SUBSTITUTE FOR

© H. Armstrong Roberts

I'M depressed," said the man I walk to work with. "I'm more depressed than at any time since Munich. Look at what happened in London. Just like all the international conferences in the twenties. Failures—all failures. Are we starting on a new cycle of failures? Look at the strikes and lockouts. Everybody grasping and grabbing. Two months ago we were all giving—willingly. Do we have to have war to have peace?"

As long as the war went on we sacrificed gladly. We put aside our quarrels and petty gripes for the sake of unity. We bought bonds. We collected clothes. We worked long hours. We endured war-time restrictions without complaint—well, not much complaint. We were proud of ourselves.

Now it is over, and our unlifted spirit falters.

What a state of affairs! Depression—though the shouts of victory still ring in our ears. Dismay—despite a sudden capitulation of our last enemy. Our nation's productive power may be at its peak, but it promises a prospective headache. Atom breaking assures us illimitable power, and the nations of the earth have united. Yet my friend is depressed. Nor is he alone; most of us are depressed. We suffer from V-J Day letdowns.

But I take heart from another friend, Lee Mi. Perhaps we all can. Lee Mi is a Chinese engineer, one of thirteen hundred Chinese technicians who are here in the United States for a year of work experience. When we invited several of these

WAR, with its high tension and flaming excitement, often brings out in men, women, and children a loftiness of character and a steadfastness of resolve seldom seen in times of peace. Why should this ever, at any time, be true? Why is it not as challenging, as much of an adventure, to build as to destroy—even though destruction be righteous and necessary? Can we not draw ourselves upward to a sense of the high responsibilities of a peacetime world, so that no great cataclysm will be needed to make us realize man's most godlike possibilities? The third article of "The Family Builds the Future" is presented in the firm belief that this can be done.

Chinese visitors, temporarily in Washington, to call on us in our Georgetown home, Lee Mi came with the group. Shortly before he left for New Jersey, he bought us a gift—a Chinese poem he himself had written. He volunteered to translate the enigmatic brushstrokes: "Hunan Province, my home, is the most beautiful place in the world. But no matter how pleasant and beautiful his home, a young man must leave. He must go into the world and help to shape it."

There was more—his homesickness and yet his

Mi. We also have new frontiers to conquer. Here are a few:

1. *Labor-management cooperation.* This month labor and management leaders will meet in Washington to attempt to find common ground for agreement. But Washington can never speak for the entire country. What can you do about this locally? Can you analyze the facts without bias? Can you help discover avenues toward stability? Don't exempt yourself because you don't carry a union card or run a business. This is everybody's problem.

2. *Livable high schools for youth.* Society—for various reasons, not all of them altruistic—is pushing the minimum age for entering employment up to eighteen and even twenty. To accomplish this we are requiring millions of youth to stay in school longer—often longer than seems reasonable to the young people. Shall our high schools become unbarred, polite detention homes? Or can we work out new school programs that will make sense to youth? Can we persuade labor and management to liberalize their rules so that youth can start careers through cooperative work-school plans?

3. *Safety.* We had a pretty good year in 1944. We only killed about 24,000 persons on our highways. Now, with gasoline rationing over, the total is expected to climb again toward 50,000. What are you going to do about that? Is there

FOR WAR?

determination to use this year in America to train himself to carry out the revival of China. "We must build a million miles of new hard roads," he said. "We must build radio stations. China needs everything."

Lee Mi suffers no depression except occasional touches of homesickness. To him V-J Day opened the doors to a new day for China. His life is filled with excitement, eagerness, and enthusiasm for what he can do for his country and his people.

Down-to-Earth Problems

IN THE United States we already have millions of miles of good roads (though we, too, have a great road-building task before us). We have hundreds of radio stations and more on the way. And yet, when we sit down to think about it, we can readily match problem for problem with Lee



© H. Armstrong Roberts

a driver education program in your community? Will your new postwar highways have safety built into them? What is being done to guard against the worst hazards in your town?

4. *Quality of teacher candidates.* "We must admit," the president of a teachers' college said to me recently, "that we are now drawing from the bottom of the barrel." Yet education can never be any better than its teachers. What can we do to make teaching attractive? A recent study of why rural schoolteachers leave their jobs revealed that one of the chief reasons is "unheated bedrooms."

5. *Intolerance.* Here is a perennial enemy worthy of the ablest foe. What are you doing to keep its ugly head down in your community? Have you studied the Springfield plan? Do you need it, or something like it, in your town to assure an education for democracy that "takes"?

6. *World-wide neighborliness.* "What have you done today that's international?" That is the question recently put to twenty-five thousand vocational teachers by a vocational education leader. Well, what have you done? The Future Farmers of America—boys studying vocational agriculture—have set as their goal the canning of ten million cans of good food for the starving peoples of Europe. In one Southern state alone high school girls made fifty thousand dresses for Russian relief. To each dress was sewn a greeting in Russian—"Wear this in good health." And with each dress went a personal letter.

7. *National health.* This World War, like its predecessor, revealed our wretched health record. Millions of young men could not help their nation in a crisis because of poor teeth or similar preventable defects. Studying draftees at Hagerstown, Maryland, the U.S. Public Health Service found that the defects which kept a large proportion of local ineligibles out of the service actually showed up on elementary-school health examinations years earlier! Most of the defects could have been corrected. National legislation for a nation-wide health program is now before Congress. Have you studied the bills? Are you working actively for better health programs?

Anger Turned to Valor

OTHER problems will seem more serious to you than these seven. Put them down on paper. Join your friends and neighbors in making a longer list. You will soon find that others are as eager to share your favorite depressions as they are your latest operation.

Are you frustrated? That's just dandy. Are you mad as a wet hen? Are you mad enough to do something about it? Mad enough to get the

facts, in order to find out whether you have a right to be irritated? Sufficiently aroused to probe deep, to be sure that you are mad at the exact source of your discontent? Then are you calmly determined to work with others to find a solution, so that "it won't happen again"? And, finally, can you work with other associates and other groups to produce the social horsepower that will secure action from school boards, municipal councils, legislators, and administrators? Discontent, until it is organized, is not divine; it is merely nagging.

Depression need not be deplorable. The V-J Day letdowns can have social therapeutic value. If we get depressed enough we may do something about it. The letdowns can be the prelude to the get-up-and-at-'ems.

Charles Beard, the historian, has advanced what might be called the "calamity theory" of progress. This theory holds that most of our progress springs from tragedy and catastrophe. We don't get an international iceberg-reporting system until a Titanic sinks. We don't get social security until a national economic depression creates wholesale unemployment. We don't get a United Nations until we have two world wars. If this theory is correct, then the psychological tail-spin that peace has thrown us into should be hailed with bunting and a sixty-piece band. Deeper and darker depressions may be what our spirits need.

But not so deep that all hope is lost, nor so dark that we become completely confused. For those who need their hopes rallied and their confidence recharged, I recommend the following creed written by a group of Negro high school girls. It is definitely in the Lee Mi spirit. The girls who wrote it are members of a new national organization of home economics students. Their organization, they decided, must have a creed to embody its outlook, its hopes for the future. So they appointed a committee that went into a huddle. No adults were present to guide their thinking. When the committee ended its deliberations this was the creed brought forth—a creed that may well serve as a guide to others in these trying days of peace:

We, the New Homemakers of America, believe that—

If there is kindness and truth in the heart,

There will be beauty in the spirit.

If there is beauty in the spirit,

There will be harmony and love in the home.

If there is harmony and love in the home,

There will be justice in the nation.

If there is justice in the nation,

There will be peace in the world.

Life Is Your Working Material



When Purpose Takes On Form

BONARO W. OVERSTREET

IN the earlier installments of this series, I suggested that two attitudes of mind must supply the motive power for all creative effort, for getting the individual over the hump from vague intention to action. The first of these is an attitude of dissatisfaction—an awareness that some condition is inadequate and might be made better. You may know it as that bottled-up feeling that comes from having a private insight that makes you restless until you can embody it in outward form. The second attitude is one of confident faith that it is right and natural for you, as a human being, to bestir yourself to leave upon the materials and situations of this world the imprint of your own value-system.

Out of this strange combination of restless desire and quiet conviction emerges the energy of creation. Yet even these basic attitudes are not

enough. If they were enough, the world would be less cluttered up with bad poetry, ugly buildings, paintings little better than daubs, unhappy human relationships, and faulty institutions.

The fact is that at the very moment when intention moves toward outward form, a new element enters: the nature of whatever working material we plan to use. This material may be almost anything from the salt and flour and sugar in a kitchen cabinet to human nature itself and the institutions of our human society. But whatever it is, it is this material that must be persuaded to express, and not distort, some idea that remains futile in our private mind until it finds its proper external form.

And this is where the trouble comes in. To have an idea is one thing; to give it form is another. Between the two, there is room for many a slip. There is room for many a blind will to batter itself to pieces against a material that may be wooed, but never bludgeoned, into service. There is room for many a hope to fail and die.

A Diagram of Creativeness

HOW CAN we, then, for our own clarification, visualize both the right kind of creative effort and the kind that ends in failure? We can start, I think, with a very simple image, that of a

THOUGH we may never touch a paintbrush or a lump of clay, Mrs. Overstreet believes and affirms that we are all of us artists. Our raw material? Life itself, which lies so abundantly on every hand. Our tools? A restless, searching mind and a deep desire to improve the things we do. Herself an artist in words, Mrs. Overstreet captures in this article the elusive idea of creativeness and, better to show the way, actually makes a diagram of it!

purpose and a material that approach each other:



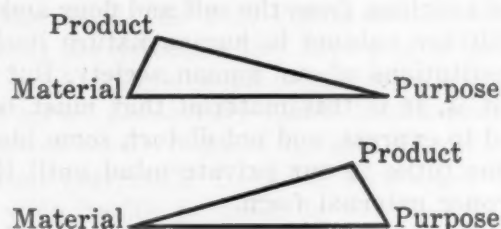
At the point where they meet, a mutual pressure is exerted—since each has a character of its own. Out of this firm meeting, there is generated an upward thrust, so that a triangle takes shape, with the final creative product at its apex:



If the product is excellent, it will be because it stands at the apex of an isosceles triangle—one in which two equal sides have resulted from equal contributions of purpose and material:



This sort of diagram may seem at first glance to complicate matters rather than simplify them. But I find it useful because it provides a working clue to the reason why so many creative efforts are failures. They are failures because the triangle that results from the mutual pressure of purpose and material is a skewed, distorted triangle. Either the purpose has overmastered the material, forcing it into a shape inconsistent with its nature, or else the material has dominated the purpose, making it seem much ado about nothing. We can, in brief, visualize two opposite sorts of failure-triangle:



In the finest and deepest sense, creativeness is a venture in cooperation between man and his material world. It is an embodiment of equal respect for thought and substance. Where there is no equality between the two, a lopsided failure will result, no matter how fine the animating purpose or the raw material.

To take a plain, garden-variety example of what such lopsided failure means, I might cite the case of a woman I came across several years ago. Having built a new home, she designed on paper a beautiful landscape arrangement to surround it—an arrangement that involved the planting of

a great bank of rhododendrons. She purchased these at considerable cost and planted them eagerly, only to have them turn brown and die. What was wrong? Failing to study the nature and needs of rhododendrons, she had paid no attention to the fact that these shrubs thrive only in a strongly acid soil. She had given them her hope and eager interest but also, unfortunately, had given them an alkaline soil in which they could not live.

The Fellowship of All Excellent Products

WHERE the nature of intention and material have alike been respected, the upwardness of the thrust resulting from their mutual pressure will be limited only by the basic significance and vitality of these two equal elements. The finished product may be excellent and yet limited in importance. It may be only a pan of hot rolls, or a vase of flowers on a guest-room table, or a letter of recommendation. On the other hand, if insight and material are fit for the undertaking, the product may stand far above the level of ordinary experience. It may be a great symphony, a new religious insight, a constitution for human liberties—a United Nations Charter.

Yet this we must understand if we would rightly respect our own daily areas of creativeness: There is more in common between an excellent pan of hot rolls and an excellent charter for human liberties than between an excellent pan of



© Frederic Lewis

rolls and a heavy, doughy pan. For wherever there is excellence—be the product small or great, important or unimportant—there is expressed a right and equal respect for human purpose and insight, on the one hand, and for the world's substance on the other.

This is the fact that can give dignity to even the least of our daily chores. To do anything really well—to plant a vegetable garden, to express sympathy for a sick friend, to introduce one person to another, to arrange a living room, to present the case for a new educational practice—is to enter into the company of the makers. And this fellowship is determined not by the size of the undertaking but by the excellence of the product.

What We See Around Us

HERE IS a man who wants to start a community forum. He has a good idea, yet at every point he meets indifference or opposition. In the end, embittered, he gives up—convinced that nothing can be done with such an obtuse group of citizens.

What went wrong? When we talk with his neighbors, we learn that this man wanted to run the whole show himself; that he never bothered to enlist the support of various institutions that were already holding discussion groups; that he rode roughshod over other people's prides; that he habitually suspected the motives of anyone who disagreed with him. In brief, this man, though equipped with a good intention, failed to study and respect the human material through which his intention might express itself.

Here is a woman who in college was told that she should become a writer. Now, ten years out of college, she is convinced that all editors are either stupid or in league against her. She has had interesting enough experiences to write about. She has committed countless words to paper. Yet her efforts have netted her only a fine set of rejection slips. Where has the trouble lain? Chiefly in a conviction that her native genius would be cramped by the ordinary practices of good writing.

Here is a mother whose adolescent daughter has become secretive and resentful. Tearfully the mother bemoans the girl's uncooperative spirit. She herself, this mother says, has sacrificed everything for the daughter. In plain fact she has sacrificed everything except the pleasure she finds in running another person's life. She invades her rightful privacy. She makes decisions that the girl should have every right to make for herself. Stubborn adolescent nature, tenacious of its own character, refuses to be dominated.

In each of these cases—and in dozens of others that any one of us could collect—it is evident that the creative triangle has been badly skewed.



And with equal ease we can think of creative failures of the opposite sort. Here is a woman whose dinner parties are perfect in every appointment but whose guests rarely manage to relax and enjoy themselves. Why is the perfect thus imperfect? Is it not because the woman's skill in handling dinner-party materials is unmatched by a hospitality-purpose of size and warmth? She wants to do things correctly, and because that is all she wants, material dominates spirit. The creative product, we can be sure, would be entirely different if she invited people into her home because she loved having them there. Such a purpose could meet excellent material on equal terms.

In cases like these—and again they too could be multiplied—the creative triangle is skewed by the dominance of material over purpose:



Out of such tyranny, excellence cannot emerge.

Ourselves as Creators

IN ORDER that we may ourselves be creators of the excellent, we need to be easily familiar with the excellent. In order that we may avoid clumsy failures—whether in preparing a meal or cultivating a friendship—we need to be quick to notice where failure results from more purpose than skill and where it results from more skill than purpose.

We expect a painter to show some discriminating judgment where other people's pictures are concerned. We expect a genuine musician to be an able listener to music as well as an able performer. We expect a first-rate poet to have some significant standards of value to apply to all poetry.

If we want to learn to take a creative attitude toward the circumstances of our own daily lives, we will do well to cultivate the habit of judging with discrimination the objects and events that surround us. We are not likely to behave with creative excellence unless we have standards by which to judge behavior—and a habit of noticing where and how these standards apply.

Watching and estimating what we see, we will become constantly more deft and subtle in our own creative touch; constantly more likely to make products that will reflect an excellent equality between our own ideas and the materials that are provided for us in this various world.



© Ewing Galloway

ELIZABETH B. HURLOCK

Christmas Is Coming!

CHRISTMAS is coming! For the preschool child it will be the first peacetime Christmas of his life, and his parents will want to make it a gala occasion. Fortunately, the available supply of toys this year will be somewhat greater and the quality better than at any time since the war began. The parent who chooses with care will be repaid with a satisfaction often denied him when the supply was so painfully limited.

Before we start to shop for the toys and books that Santa Claus will bring to the child on Christmas morning, it is essential to have clearly in mind the role these toys will play in his life. True, he will play with them to amuse himself, but toys should not be regarded merely as devices to keep him out of mischief while his mother is busily engaged in the chores of the household. Toys are not merely a source of enjoyment; they have a very great educational value for a young child. And if they are to contribute both to his development and to his pleasure, they must be wisely chosen.

Toys Are Typed

LET ME suggest that before setting out on your shopping tour you make a survey of the toys your child already has. The chances are that he

will have a number of soft, cuddly toys, and you can count on more of them as gifts from friends and relatives. If "he" is a cute little girl there will be dolls aplenty. So scratch these items off your list and resist the temptation to buy them, no matter how alluring they may be. It is a far wiser policy to fill in the gaps in your child's toy needs than to overstock him with too many playthings of a type he already has.

A well-balanced diet of toys for a young child should include several toys or articles of play equipment for each of these four types of play—play for muscle coordination, for exercise, for dramatization, and quiet play. It is essential that the distribution be well planned and that the child be taught and encouraged to use toys of each type. Too much time spent on books, for example, tends to overstimulate the growth of understanding and perhaps encourages a precocious reading ability while muscular coordination and skills suffer in consequence.

During the child's first year, his need for toys is limited because he is awake so short a time each day. Hence the cuddly toys, such as stuffed animals and dolls, and simple playthings like rattles, beads, and blocks are sufficient to

take care of his playtime needs. Beginning with the second year, however, his need for toys increases, and each year thereafter he will need not only more toys but a greater variety of them.

Toys are valuable aids in fostering muscular coordination and skill that in early childhood are still relatively undeveloped. Blocks, pegboards, scissors, crayons, paper, and clay all require use of the muscles, and this in turn will improve the child's control of them.

All healthy children need plenty of outdoor exercise to stimulate their appetites and promote restful sleep. But walking and running without some purpose become boring. They must have play equipment of a sort that will encourage this type of exercise. For apartment dwellers, near-by parks are ordinarily fairly well equipped with swings, slides, sandboxes, seesaws, and jungle gyms. But children whose homes have back yards should have some of this equipment also, even if the making of a back-yard playground, for reasons of economy, has to be a neighborhood project rather than a family affair. In addition to the larger outdoor play equipment, young children need sleds for winter, skates, tricycles, jump ropes, balls, doll carriages, and, when very young, push-and-pull toys.

By the time the child is four or five years old his imagination is well enough developed so that he will want to dramatize his play. For this purpose little boys will want cowboy or soldier suits or cast-off clothes from Daddy's wardrobe. Little girls like nothing better than Mommy's outworn finery to dress up in. They also like miniature household articles, such as sweepers, brooms, dishes, clotheslines, and irons so that they may play house with their dolls in imitation of their mothers' activities. A small amount of equipment of this type does a lot to develop a child's ingenuity in his play.

For Quiet Hours

EVERY YOUNG child, no matter how healthy he may be, needs periods of restful, solitary play—especially just before meals and just before bedtime. But we cannot expect healthy children to remain quiet unless they have something to do. For that reason every child needs quiet-time play equipment. Among the best materials to serve this purpose are books, scrapbooks, and phonograph records.

In selecting books for children at the preschool level, be sure that there are plenty of brightly colored pictures, simply drawn, of animals or people, and not too much printed matter. The young child likes to be read to, but he can often amuse himself for a long time just looking at pictures. A scrap-

WHEN Christmas comes it's an event in anybody's life. But to the preschool youngster it is a great deal more than an event; it is an opportunity that can open new vistas to the child's mind and spirit. Toys given to children at Christmas are tools of creative endeavor if they are carefully selected. Given the proper playthings a child will learn for himself what endless possibilities lie before him in the way of invention, creation, and discovery. This article, the third in the study course "The Precious Preschool Years," carefully considers Christmas and children—truly a natural combination.

book, made by pasting pictures cut out of magazines, is always a popular gift for the child of this age, and one that can readily be made at home.

There are on the market many phonograph records of nursery rhymes and lullabies sung so distinctly that a child can hear every word of them. These will not only encourage him to sit quietly and listen but will do much to develop his artistic ability and appreciation. By the time they are four years old, many children can learn to put the records on, turn them, and wind up the phonograph themselves.

Having too many toys at any time, however, is almost as bad as having too few. A youngster becomes bewildered when surrounded by a mass of playthings. He tends to pass quickly from one to another, and this discourages the development



© H. Armstrong Roberts

of concentration. Should a child have too many toys of any one type—and by “too many” I mean more than three or four—the wisest policy is to put some of them away for rainy days, for a special treat when the child is sick, or for replacements when he breaks or tires of other toys.

Providing a variety of toys need not mean a large outlay of money. Many homemade play materials are more popular with young children—and more beloved—than expensive store products. Homemade doll dresses contrived from the child's own outgrown clothes, doll furniture made by older brothers and sisters, scrapbooks, cast-off adult clothes and costume jewelry, simple swings, seesaws, carts made of packing boxes with wheels attached, and countless other homemade toys will cost little more than the time and effort spent on them.

Play Can Be Perilous

THE RULE of safety first should never be forgotten in selecting the child's play equipment. Inexpensive toys may appear to be as good as the more expensive ones of the same type, but often they are not safe. Celluloid rattles and dolls of the inexpensive sort may break when a baby bites on them. He gets a piece of celluloid in his mouth or cuts his lip on the broken edge. Tin soldiers, automobiles, trains, and airplanes often have sharp, rough edges that may produce serious cuts and gashes if the child happens to fall on them.

One of the most harmless looking and yet most dangerous features of an otherwise harmless type of toy is the glass or bead eye one generally finds in stuffed toys. Sometimes these eyes are sewed on like shoe buttons, and sometimes they are attached to a nail. However they are attached, the child sooner or later manages to pull them out, and chances are good that they will find their way into his mouth. The safest thing to do is remove the glass eyes at once and substitute embroidered ones.

Inexpensive wooden toys frequently have rough edges that splinter as the child plays with them.

These should be smoothed off with a file or sandpaper before they are used. Then, too, do not overlook possible danger in painted toys. Frequently the paint will chip off when the child bites his toy and he may swallow the particles. If it is a vegetable dye, it will not hurt him, but to play safe it is a good idea to varnish all painted toys. This makes the chipping of paint almost impossible.

Keeping toys clean is a safety first rule of prime importance. Many toys can be washed without harm, although stuffed dolls and animals lose much of their charm after a bath, unless they are washed with great care to avoid displacing the stuffings. However, as every toy sooner or later finds its way into a child's mouth, constant washings are essential. Let the youngster help. Even a two-year-old enjoys giving his toys a bath, and keeping them clean can be treated as a play activity. Eventually he will be able to assume the full responsibility for this counterpart of his own daily bath and take great pride in keeping his toys clean.

Giving Is Fun

BECAUSE Christmas is a season children look forward to so eagerly, most of us spend a great deal of time planning what *we* will give *them*—overlooking completely the delight children take in giving things to others or in playing some part in the preparations for the holiday season. Two- and three-year-olds thoroughly enjoy helping to wrap and tie gifts, helping to decorate the house with wreaths and Christmas ornaments, helping to make cookies, and going along when the gifts are taken to relatives and friends. By the age of four, every child should be encouraged to make simple pictures or paper ornaments as his gifts to his friends and relatives. This will give him far more pleasure than anything his parents might buy for him to distribute and will be far more appreciated by the recipients. Moreover he will be learning an old and noble lesson—that the greatest joys of Christmas come not alone from receiving but from giving.

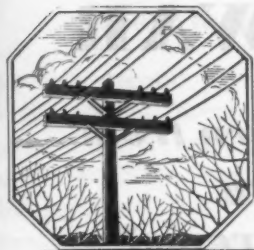
DANISH PROVERBS

A man's character reaches town before his person.

He who is afraid of asking is ashamed of learning.

Envy is its own torture.

He who builds according to every man's advice will have a crooked house.



Notes from the

NEWSFRONT

Slow as . . .—An unnamed scientist with a passion for accuracy has at last found out how slow molasses in January really is. In a room chilled to wintry temperature, the speed of a cupful of molasses was measured with an instrument called a viscosimeter. It took three minutes and forty seconds for the sticky fluid to travel one foot, whereas water and milk covered the same distance in four seconds.

Toward Simplicity.—Our language is not only being constantly enriched by new words but also simplified and streamlined as well. The word *daisy*, for example, was once *day's eye*. As this age-long process continues, we may expect soon to lose the apostrophes in such words as *don't*, *can't*, and *won't* because the verbs *don* and *doff* were also originally contractions of *do on* and *do off*.

One-World Note.—The fall curriculums of American colleges and universities are answering an unprecedented demand for more courses in international affairs and in foreign languages. Thousands of returned G.I.'s and younger students are enrolling in these courses, particularly those dealing with Latin America, the Far East, and Russia and the Soviet regime.

Highest Award.—The Congressional Medal of Honor has been awarded to 272 American servicemen. The average age of these heroes is thirty-two.

For Worry Birds.—The things people worry about have been classified by a group of investigators at the University of Wisconsin into five categories: things that never happen; things over and past that couldn't be changed by all the worry in the world; petty worries; needless health worries; and, finally, real, legitimate worries. They report that 40 per cent of the average person's worries fall in the first class and 30 per cent in the second. Only 8 per cent of all the worrying most people do falls in the last class—the real, legitimate worries.

Metal Hose.—A stainless steel wire as thin as the nylon thread used (remember?) in women's stockings has recently been developed. The manufacturers have not stated publicly that this wire will be made into hosiery, but we may all enjoy daydreaming about stainless, indestructible stockings, as sheer and glistening as gossamer.

Close Your Umbrella.—Up-to-the-minute laundries and dry-cleaning establishments are now prepared to offer a miraculous service. A new chemical solution will make any garment—hat, coat, dress, or shoes—water repellent and stainproof without damaging it or changing its appearance.

The Stamp of Greatness.—Before plans for the new U.S. postage stamp honoring Franklin D. Roosevelt were completed, Brazil, Guatemala, and Turkey had already issued stamps bearing our late president's likeness.

Attention, Baxter Fans!—Have you missed your favorite radio family, the Baxters? They've delayed their visit just a little bit this year, but they'll be back again beginning December 8, all of them—Marge, Bill, and their irrepressible children. What's more, NBC and the National Congress of Parents and Teachers are planning to have them with us for a *full year* this time! Watch your newspaper for time and station.

Never Too Old.—If you are one of those people who think they're too far along in years to learn Spanish or Russian or to try their hand at other new skills, take heart from these facts: Cato started to study Greek at eighty, and Tennyson wrote "Crossing the Bar" at the sprightly age of eighty-three.

It Isn't So.—Food left in an opened tin can does not become poisoned by the metal. . . . "Strong as a bull" isn't much of a compliment, for most bulls are fat and therefore get tired in no time at all. . . . A person whose chin recedes isn't by this token a weak character. . . . It's the actinic rays of the sun, *not* its heat, that give you a sunburn. . . . The bagpipe, associated so closely with the Scots, was first introduced by the Greeks.

Sinatra Speaks Out.—Those bobby-soxers who recover from their swoons are waking up to find that Sinatra has added something to his radio routine—a brief but spirited lecture on tolerance. Pointing out the fact that his father came from Italy, he reminds his young fans that differences in religion and nationality don't make any *real* difference except to a Nazi or a dope. To the public at large Sinatra explains his weekly stint for tolerance by saying, "I have never believed in anything so zealously in all my life."

Well-Earned Praise.—The natives of Puerto Rico and the Virgin Islands, where price control has literally warded off starvation, have composed several songs and ballads about the wonders of the OPA!

Radio Joins the Staff.—Radio entered Kansas' rural public schools in a big way when the children were recently introduced to "The Radio Classroom" instituted by R. Russell Porter, radio director of the Kansas State Teachers College at Emporia. Each day rural boys and girls listen to a fifteen-minute broadcast lesson on hygiene, science, or some other school subject. The time was donated free by five stations. With the help of the P.T.A. and other interested groups, Mr. Porter obtained receivers and battery sets for schools without electricity. An excellent way to carry out an excellent idea. Other school systems, urban and rural alike, take note.

Apology of the Month.—A repentant, non-letter-writing aunt preserved her dignity by beginning a long-delayed letter to her niece, "I am sorry that you did not receive the telegram I intended to send."

LESSONS FROM THE WAR

DONALD J. SHANK

What Can We Learn from the Army and Navy Educational Programs?

DURING the past five years our Army and Navy have developed the largest emergency educational program in all history. More than ten million men and women have been taught to perform quickly and well the vast range of duties involved in total warfare. Moreover, it was military machinery that accomplished the herculean job of setting up training programs for all these duties—programs varying in length from a few days to many months. They have covered every conceivable assignment—teaching illiterates to read, teaching the operation of fine precision instruments, and that most difficult task of all—training men and women for the responsibilities of leadership.

As we think of this almost miraculous achievement, let us be sure, however, not to overlook one vitally important fact—that American education, both formal and informal, laid the framework on which the military programs have been so effectively built. If the Battle of Waterloo was won on the playing fields of Eton, we might well argue that the battle of the Ardennes bulge was won in the classrooms and laboratories and shops of Shadyside High School and Metropolis University—and partly, too, in the back yards and garages where as a boy G.I. Joe took rattletrap jalopies apart and put them together again.

But there is a debt on both sides. If American education has contributed much to the success of our military training, alert civilian educators have realized from the beginning that building this tremendous army of trained men and women has provided an unparalleled opportunity for developing improved teaching procedures.

Let's Look at the Facts

THE question now is this: Can these procedures be effectively adapted to peacetime education? To find the answer we need to do two things—analyze and evaluate these training programs and then work out suitable ways of translating our positive findings into the field of civilian teaching.

Certain very promising developments are evident in five general areas of the military training program. To begin with, the educational

experiences of the services have already given us a wealth of new personnel techniques—that is, new ways of selecting, classifying, and assigning individuals for training and for jobs. Interestingly enough, though war emphasizes the standardization of human beings, it also brings increased efforts to study individual potentialities and adjustment problems. In World War I the armed forces gave us new and extremely valuable ideas about the importance of the individual and about how the analysis of his intelligence and achievement could be applied in civilian life and education.

During this war the Army and Navy made many new discoveries in the fields of psychology and psychiatry and have used these discoveries to develop new procedures and techniques. In addition to some most intriguing paper-and-pencil tests, they have worked out numerous practical ways of testing the abilities of men and women. Many new counseling techniques have also been devised. All these should be equally useful in civilian education.

Yet here we must pause to remind ourselves that these personnel tools, valuable as they can be in the future, will not automatically solve all our educational problems. No educational problem is ever solved by tests alone. Far from it. The best possible use of these new tools demands an educational philosophy based on the importance of the individual and his needs. And this in itself is a tough and challenging assignment.

HERE at last is the information we've all been awaiting—information about the materials and methods used in the basic and special training programs of the Army and Navy. In this article the reader is helped to see how the educational practices followed by the armed forces can be turned to good account in the schools and colleges of our land. Whether you are a parent or a teacher of young Americans, this pertinent and timely subject is one that commands your attention.

The Why and the Wherefore

IN THE second place, the training programs of the armed forces ought to give us a good deal more insight into the problem of what makes people want to learn. Too many educators have shrugged off this whole matter by saying "Oh, these men are learning because they *have* to learn!" It is true, of course, that all military training is strongly motivated by a desire for promotion and by an equally strong desire to know enough to keep from being killed. Yet this is not the whole story.

The Army and Navy, for example, have succeeded in making the goals of their training very specific. Each unit of subject matter has a clearly stated purpose that both the student and the instructor understand. What could be more specific than this expressed objective of an Army Air Forces course for high-speed radio operators?

To train enlisted men to operate ground radio transmitting and receiving equipment at a minimum speed of 25 standard words per minute, using International Morse Code; to send or receive messages to or from other ground stations, airplanes in flight, or military vehicles; to perform such minor maintenance on radio equipment as checking tubes, tightening loose connections, and adjust-

ing transmitter and receiver frequency; to transmit messages by signal lamp at a minimum rate of 10 words per minute; to employ army radio procedure and to operate radio equipment in a tactical net.

Surely the techniques developed in this process of defining in detail the job to be done could do much to improve the teaching in our schools.

Most significant, too, is the fact that the armed forces have set up extensive orientation programs to help each individual understand why he is in the service and what his job is to be. There are, for instance, the excellent films called *Why We Fight* that have been shown to all our soldiers and sailors. May we not use the same method of translating important motives into visual expression to point out to our students why they are going to school? In civilian education we all too frequently give our patients a prescribed dose of medicine without bothering to explain to them what the medicine is and what it will do for them.

Learning Comes to Life

THE third and perhaps the most important area in which we can learn from the Army and Navy has to do with teaching materials and teaching methods. Anyone who has seen some of the textbooks and other printed matter used by the services must certainly have been impressed with their attractiveness—with the lavish illustrations, the interesting graphs and charts, and the imaginative use of type and format. Why can't civilian publishers of educational books and pamphlets attain these same high standards? Surely the results would more than justify the effort. From one simple teaching device, the army *Newsmap*, issued weekly throughout the world, our men and women in service have learned more about geography than they could possibly have learned in ten years at school.

The reliance of the armed forces on motion pictures, filmstrips, recordings (especially for language study), exhibits, and other audio-visual aids has already been widely publicized. And rightly so, for they have been amazingly successful. Even such conservative institutions as Annapolis and West Point are convinced of their value.

Mary Lou smiles at Private Pete as she shows him a portrait of her grandfather. This is one of the many photographic illustrations, using real people as models, that enliven the pages of *Meet Private Pete*, the primer used so successfully by the armed forces in the education of illiterates.



© Tommy Weber

Before we can follow the lead of the armed forces, however, we have one serious obstacle to overcome—the cost of producing good materials. All the films and all the other colorful teaching aids prepared by the Army and Navy are of high professional quality—so high that some of the films could well be shown in commercial theaters. Not long ago I heard an important navy official say that one five-minute film had cost the Department two hundred thousand dollars. But this film did exactly the job it was intended to do. If educators, then, are to have materials of similar quality in the necessary quantity, they must also have adequate funds. The implication is clear. Education in America must have stronger financial support than it has been given in the past.

So much for new materials. What about the teaching methods that were used? In analyzing them we discover three notable features:

1. The curriculums have been based on a careful job analysis.
2. The basic techniques of instruction depend primarily on demonstration and performance.
3. Supervision, measurement, and reports of progress and achievement have been continuous.

Is there any reason why this pattern of curriculum construction and instruction cannot be adapted to our civilian education? Many schools, particularly vocational schools, have already done so. It is hardly likely that the fundamental structure of liberal arts teaching in our colleges and universities will be weakened by bringing to teachers and administrators these three concepts: that you shall define what you are trying to do; that you shall try as far as possible to teach by demonstration and performance; and that you shall measure continuously the progress and achievement of the individual student.

The Biggest Job of All

THE fourth area is concerned with one major type of special education developed by the Army and Navy. We have all observed with much interest the training for leadership carried on in Officer Candidate Schools. If we in education can make use of the Army's successful devices for discovering and training leaders, we can greatly improve the quality of leadership training in our schools and colleges.

From these same programs we can also learn something about the training of teachers. Strangely enough, many of the men and women who have conducted classes in the armed services were never trained to be teachers. Yet they have worked wonders. Why? Because their jobs have been clearly defined for them and because they learned their craft by observation and practice.

For Private Pete—and All Servicemen

THE last of these five promising areas has nothing to do with training for military tasks. Rather it is embodied in the far-flung program of the U.S. Armed Forces Institute—a cooperative venture of the four branches of the services in the off-duty education of their men and women. Through this program literally millions of persons have been offered a chance to acquire knowledge of their own choosing while discharging their military responsibilities.

The American Council on Education has been proud to operate for the U.S.A.F.I. an editorial project that has brought together most of the teaching materials used in this comprehensive program. For example, there are the many kinds of material issued for illiterates and for persons who have just begun to read. Among these is the now famous *Meet Private Pete*, a basic primer that tells the real-life story of an enlisted man.

The whole program is all the more remarkable when we realize that men and women in service study under unusual handicaps. Most of the time they have no library facilities, and they are ordinarily far removed from persons able to answer their questions. Therefore the instructional materials provided for them have had to be as self-contained as possible. The self-teaching textbooks include not only basic information but questions that a teacher might ask and exercises on which the student may check his achievement.

This work has been a healthy experience for the staff of the American Council on Education. Its success holds great promise for adult education in the years to come. And if our schools are wise, they will make self-contained, self-teaching texts a regular part of their curriculums.

Finally, let us underscore the two important points that will determine how well we shall have learned these lessons from the war. First, the tremendous educational job done by the Army and Navy bids fair to yield much of value to our schools and colleges, but the vast body of data must be carefully evaluated and interpreted before it can be effectively applied. Second, none of these materials and methods will, in and of themselves, revolutionize educational practices. All the new procedures and devices, all the new teaching materials will avail nothing without keen, alert teachers, administrators, and boards of education.

Our schools and colleges have not had an easy time these last five years, but the future is bright. If new and better educational practices are in sight, then some good may have come out of the horrors of war. The prospect is a challenging one for every thoughtful American.



NPT Quiz Program

Coming to You over Station HOME

Through the facilities of the National Parent-Teacher

● *I have always believed that environment could do wonders for children. Now I am not so sure. I have tried to give my son and daughter the kind of home life they will enjoy. I encourage them to bring their friends home. I try to make the house itself attractive. Yet they both seem to prefer my sister's home. She also has two children who are about the same age as my own, and it is at her house that the young folks congregate. Wherein have I failed?*

FAILURE is a strong word and a sad one, and in your case it may not be warranted at all. The first thing for you to realize—if you really want to overcome this feeling of failure—is that even the finest environment cannot always produce the results you want. For example, the best musical environment in the world cannot make a child a musical genius if he has no musical capacity. That may be a pretty farfetched analogy, but it may help clarify a common fallacy—that all we have to do is set up a certain environment and, presto! people will behave exactly as we want them to.

Don't temper your drive to set up ideal conditions, but remember two things: First, that in this matter of wanting the best for children we cannot always rely solely on our own judgment, and second, that however much we may do for children (and we still have a long way to go to complete our understanding of their needs) there are bound to be cases in which they do not measure up to our expectations. Some are simply brighter or more imaginative or more resourceful than others.

The happy home is usually the one in which children are accepted and loved for what they are and encouraged to make the most of what they have. Further—and equally important—what you sow today may not bear fruit until years later.

Your problem is to find out *why* the children prefer your sister's home. In other words, what has she got that you haven't got? Perhaps her secret is that she leaves the youngsters alone. Many a well-meaning parent, eager to make home the place of cheer it should be, thinks he must always be on hand. Of course, he only wants to make sure that the youngsters have enough to eat, a pretty table to eat on, and the like, but he

forgets that young people get a bigger kick out of the things they do for themselves. A raid on the icebox may be lots more fun than sitting down to a banquet, no matter how elegant the setting.

What seems needed here is a good, long family council. Call your children together, and ask them outright why they don't want to have more parties and informal gatherings in their own home. There is no need to be embarrassed with them—certainly not if comradely relations have been built up among you. The chances are that they will let you have it straight. When they do, take it with a display of good sportsmanship.

Do not be disappointed should you learn that your sister's children are the main attraction. There are people—and you probably know dozens of them—who have a knack for making friends and holding on to them. If it is simply a case of your sister's children being more popular than your own, don't make any comparisons and chide them about it. Nothing will make your children more self-conscious than a deliberate attempt on your part to push them into popularity.

Far better for all of you to take inventory of yourselves. Determine your strong points, acknowledge your weak ones, and then see what you can do to increase the power of your personalities. Exploring the human personality for the purpose of enhancing it is an exciting and healthy occupation. Learning to put others at ease, to talk well and to listen just as well, to plan get-togethers that won't be dull and trivial—in short, learning to make of oneself a lovelier and more gracious person—is indeed worth while. And the gain, both to you and to your children, will be great.

● *My husband is a devoted husband and father, but he thinks that caring for the house and the children is my responsibility alone. When I want to talk with him about handling the children or some other family problem, he says all that is my business. How can I get him more interested in what goes on at home?*

TAKE your husband to a P.T.A. meeting. He won't be the only man present. On the contrary, he'll be a member in good standing of a

nation-wide fraternity of more than 900,000 fathers who are alert to the full meaning of a father's responsibility.

If there's one thing we have learned from this war, it's the importance of fathers in the lives of children and youth. During the war we heard much about "father substitutes," and without question many leaders of this kind—teachers, scout masters, and pastors—have done an outstanding job for the youngsters whose own fathers offered their lives for freedom. Actually, however, nobody can take a father's place. Parenthood is a matter of teamwork. Every child needs a mother and a father if he is to realize all his potentialities in a way that is natural and right.

Fortunately, more and more men are becoming aware of this vital fact. More and more fathers now not only work shoulder to shoulder with their wives to give their children the care they need; they also give their time and energy and interest to the problems that keep other people's children from getting the kind of care and protection they need.

If any group can sell your husband the importance of his service to his children and all children, it is the P.T.A. What's more, it will give him ample opportunity to do something about it.

● *I have three children, two of whom are now in high school. They've always been such considerate youngsters that I cannot understand where they've suddenly picked up the rudeness and general bad manners they flaunt around the house. I'm eager to put a stop to it, and quickly. What would you advise?*

WHEN children reach their teens, they often begin to doubt the need for courtesy. Boys especially are afraid they'll be called sissies. As for our young ladies, many a fourteen- or fifteen-year-old girl is rude or indifferent to the comfort of others merely as an attempt to "put herself across." If you watch closely, you'll often see that what she wants is to make others aware of her dramatically vivid personality.

But these are transient symptoms of the normal growth of our children. For the most part they need not worry us. The important thing is to keep the family life in general on a high level, seeing to it that all the children understand that tact and gentleness are the very foundations of civilized life. If they grow up in a family where discourtesy of any kind is outlawed by all the adult members of the household, they will naturally shrink from it themselves.

Just now all this is particularly important. The war has been trying, and the temptation to let

down is sometimes overwhelming. This is true of adults far more than it is of children. But if we're wise, we'll control at all costs the tendency to lash out or show signs of irritation. We cannot afford to risk the effect of such behavior upon our boys and girls. Kindness, consideration, and serene human relations are all-important just now. Certainly, winning the war will profit us little if we have not won it for everything that is best in our civilization.

● *I have one son who, before he enlisted in the Navy, wanted very much to become a lawyer. My husband and I fostered this ambition, and until a short time ago we were sure that when our son returned he would go back to college. In the meantime, however, he got married. We do not mind that. What has seriously discouraged us is the fact that he no longer wants to be a lawyer and that he isn't sure of just what he does want to do when he is discharged. My husband and I do not quite know how to reply to his letter containing this news. Our son is a bright boy, and we had our hearts set on his entering a profession. Will we be wrong if we ask him to reconsider?*

YES, if you do so now. Since he is still in the Navy and cannot go back to school immediately, there is no use forcing the issue. Time itself may alter his decision. There may be one hundred and one reasons why he changed his mind. To begin with, he is not the same lad who walked out of school and into the service of his country. It would be rather unnatural if he were. All of us—in war or peace—change with maturity. Perhaps your son has already discovered new interests that appeal to him more than those demanded by the legal profession.

Your eagerness to have him go back to school is understandable and commendable. We are living in an age when no one can be too well prepared educationally. It is often hard to make the young see this. And, of course, it is doubly hard to do so with boys who have met death in life, who know that any life can perish in a moment and want, therefore, to run the rest of their own course as swiftly and painlessly as possible.

Take care, both you and your husband, not to get emotional about your present disappointment. When your son returns and is ready to discuss his future, sit down calmly and quietly with him—and his wife—and examine the whole matter pro and con.

Happily, thousands of returning veterans are registering at colleges and universities all over this country. That's the best sign ever that these men realize the blessings of an education and that they propose to take the time and the trouble to go back to school.

THANKSGIVING IN FRANCE

ROBERT P.

TRISTRAM COFFIN

IT WAS the best Thanksgiving any American could ask for. Though it was three thousand miles east of the spot where the first Thanksgiving happened, though it lacked that almost national bird of America, the turkey, and had only a poor red imitation of cranberry sauce, it had plenty of thankfulness in it. Everybody had a good time. And happiness and thankfulness are more important to any Thanksgiving than the turkey or the sauce.

It was in France, just after World War I had come to its muddy end. That was reason enough for us to be thankful. We were soldiers of the American Expeditionary Force, artillerymen mostly. We were waiting for a ship to come along and ferry us home, waiting in a bleak seaport that had seen better days about the time of the Second Crusade. There was no crisp snow. There was no football game, no church service. It was a dismal day of fog and rain and fog. But it sud-

HOW a group of G.I. Joes of World War I rounded up a goodly number of French children and improvised a Thanksgiving dinner neither the soldiers nor the children were likely to forget is delightfully told in this story by one of the *National Parent-Teacher's* master storytellers. Timely at any time, the tale is particularly appropriate today when the thoughts of many an American family are with their loved ones across the seas.

denly struck us, around noon, when we were sitting over our tin plates of "corned willie," that it was the last Thursday in November.

That was enough. We went on from there.

WE WENT to the mess sergeant before we went to the major. He was the one to be squared first. It turned out that he was an old regular-army man who had seen a lot of war and disillusionment and was homesick for the U.S.A. So he caught fire at once and threw open his larder. The nearest thing to a turkey he could find were seven pallid Gallic roosters he had been saving for his Sunday soup, but he went to work on them. He ran up a bowl of stuffing, used it to pad the birds out to twice their size, and clapped them in to bake. The closest he could come to cranberry sauce was some canned cherries, but by watering them down judiciously, he made something that looked like cranberry sauce. That sergeant was an artist.

The major gave us no trouble either. He was a family man, and good and homesick too. He threw himself into things deeper than the youngest of us. He even made place cards, cardboard turkeys, and Indian tomahawks, for he had not only a gift for drawing but a box of water colors he had picked up in Paris for his daughters.

Our dinner was taking shape. Yet all at once it occurred to us that we lacked the one essential for all successful Thanksgiving dinners, anywhere, any time—children.

I shall always believe the children were my inspiration. Why, shouted I, the town was full of them! I had seen them, hungry-looking little boys and girls who had been getting along on cabbage soup and bare bread and hope for months and years. There were the makings of our dinner!



© Acme Newspictures, Inc.

History repeats itself in World War II. Once again, a quarter of a century after Mr. Coffin's inspired Thanksgiving dinner, American soldiers won the hearts of large-eyed, hungry French children with gifts of food and smiling Yankee friendliness.

We made friends with a truckman at the base. We borrowed him and his vehicle. We set off after our guests.

It did not take us long to fill the truck. It did not take us more than two streets, the two poorest looking ones we could find, all cobblestones and potholes. Soon we had all the children the truck could hold. I am afraid my French was not really eloquent, and I probably never did make the parents understand even dimly the full import of that national holiday of ours, a day of giving thanks for the harvest. But I got the boys and girls—mostly boys. The parents figured boys would be safer with the Indians that American soldiers were reputed to be. But we had some girls, too—older ones to go along as chaperons for brothers too young to look after all their manners and their buttons.

We came back to camp with three tons of excited Gaul, in black berets and pinafores. You had to look at them from behind to tell which were the boys and which were the girls. We came back in full cry. We had got the children to singing. True, we did not remember many songs appropriate to the season that were very teachable. We made a flat failure of the old Dutch "We gather together to ask the Lord's blessing." But "Jingle Bells" went over big.

So we rolled up to our old farmhouse which was the mess hall—with tarred paper on the sides and elephant iron on the top—through the fog that was turning into rain in the twilight and through mud that was hubcap deep, to the treble sleighbells of little French boys' and girls' voices. We descended upon our roosters masquerading as turkeys, and sat down to our feast.

BETWEEN each two American soldiers there was a child with dark, big eyes and emptiness in him. We had agreed beforehand to go light on the fowl and give the children a free hand, but the children were taken aback at the sight of so much food. It was more meat than they had ever seen before at one time. They acted shy and quiet. They regarded us as staid soldiers, like their own grave, sky-blue-clad fathers, brothers, and uncles.

But then the French children got a surprise. They discovered that American men in uniform are just one jump ahead of a boy of ten, or maybe not even that. The war whoops we Americans let out from time to time helped them to thaw out and unlimber. The way we broke the wishbones between us did, too. The smiles began coming out in the children's eyes about the time they got their second helpings of giblet gravy and potatoes. And by the time the ice cream came they were shouting with the rest. And singing.

No one noticed the awful failure of the cherries

as cranberries. The candles that the resourceful sergeant had dug up somewhere helped to hide the ruin. And at the close of the dinner every small Gaul's eyes got the size of saucers when he was handed a whole orange for his very own. It was the first orange, I guess, some of them had ever even touched. One little rotund fellow just glued his hands to his.

GOODNESS KNOWS—in what scraps of French most of us had picked up among the big guns of a war—we all did our best to tell the children what Thanksgiving meant. We tried to tell them about the Pilgrims and the turkey, the Indians and Plymouth Rock. But the Indians were all that stuck. The whole thing must have struck young France as nothing more than a powwow. And maybe it was just as well. For there must have been a lot of the Red Man's powwow in the older American celebrations, and there is still a lot of the Red Indian in our football games and clan gatherings at Thanksgivingtime. The children thought the turkey on the place cards was the American eagle. That was all right, too.

After the oranges came the games. We knew no French ones to speak of, but blindman's-buff went off with a bang. The children caught right on to pin-on-the-donkey's-tail, too, though some of the older boys were inclined to go too far and pin the cardboard tails on each other. But they made a shambles of going-to-Jerusalem, and there were minor casualties among the boys.

We took our guests home to the tune of "Hail! hail! the gang's all here!" The French children liked that the best of all the songs they had sung that night. I believe they thought it was really our national anthem.

I shall never forget hearing them sing that song. It seemed indeed like some kind of an anthem or holy song, that night—an anthem of young brotherhood whose spirit will, not too far in the future, I hope, break down the walls of silence and mistrust between all nations. And I shall never forget how almost every last child there, girl or boy, big or small, was perched on the knee of an American as the truck jolted along.

It makes me proud to think that perhaps some of the grown-up citizens of that older nation remember the citizens of our new one as men whose laps they sat on so jovially. Staid children of a civilization more decorous than our own, they had never dared sit on their own fathers' knees in that same laughing way.

It is a good thing that can come out of bad things like wars—men and boys getting to be friends that way, so quickly, so easily, without even a common language. It is a cause for being greatly thankful.

POETRY LANE



Happiness

Happiness is a barefoot country child,
In scarlet frock and faded pinafore,
Sweeping dead leaves up from the forest floor,
As clearly innocent as the untouched wild.

Young happiness, come often to our spring,
Draw water, brew us tea and sing us tales,
Legends of silver minnows grown to whales,
Whose endings hang upon a golden ring.

You carry a fond rainbow's tremulous guise,
So never, oh no, never, dare to grow,
Daughter of shooting star and morning's glow,
Companioned by small, fugitive butterflies!

—LAURA BENÉT

Redbird

If all the Cardinals of Rome
Should bless the Winter, house and home,
No benediction could be heard
Above the beauty of this bird.
The snow will never heap too high
While flame can sing and flame can fly,
This is not wine; this is not bread;
Yet by it faith is warmed and fed.

—LOYD HABERLY

Tomorrow

My mother calls me in from play.
There is so much to do, I want to stay;
But all she does is shake her head, "Come, dear,
Bed now—tomorrow is another day."

How shall I find tomorrow
When long night lies between?
Today's the only sure time
A little child has seen.

My daddy takes me on his knee
And tells about far places we will see,
But when I say, "Come on, let's start right now!"
He only smiles, "Tomorrow, son, we'll see."

Before my dad's tomorrow
So many days must go;
Today's the only sure time
A little boy may know.

—ELSIE HACHENBERGER

Communion

Earth is holy,	Earth to build on,
Rain is good;	Rain to heal;
That the body,	Such communion
This the blood.	Makes faith real.

—LOYD HABERLY

Lines To Be Sent with a Gift of Hickory Nuts

A gift of little value in itself—
But with it comes a blue October day,
A flock of wild geese on their southward way;
A brief acquaintance with a garrulous elf,
A puckish robber with two bars of gold
Filched from the sun upon his russet back,
His wee elastic jaws a haversack
Filled with sweet shellbark provender. Behold,
A chipmunk with the mumps! A wise gourmet,
As you'll agree when from the pantry shelf
You take "Just one more cookie," raptly savor
Its hickory crunchiness—and weakly waver—
"Well-l, just one more," escaping with your pelf,
Both hands well filled, your conscience neatly strung,
To loll before December's fire and weigh
All autumn's pungency upon your tongue.

—MARION DOYLE

White Birches

In the leafless Autumn night
Birch trees look so very white
It seems a special kind of sin
For the trees not to be in.

Autumn birches have a dry
Look that does not go with sky
Or the storm clouds when it pours;
It seems the trees should be indoors.

Girls with powder on their arms
Ought not stay out nights on farms,
When the wind blows; it will hurt
And splash their silks and kid with dirt.

Here at last there is a break,
Nature for once has made a mistake,
Put things unweathered as a rose
Out in November and the snows.

—ROBERT P. TRISTRAM COFFIN

WHAT'S HAPPENING IN EDUCATION?



- A popular magazine recently published an article the author of which claimed that veterans, by and large, are rejecting the opportunities for education offered to them under the G.I. Bill of Rights. This statement is of course at variance with earlier predictions that hundreds of thousands of veterans would take advantage of the chance to continue their education with government aid. What are the real facts?

WITHIN the past week I have visited four of the larger universities in the Middle West. At each one I heard the same statements: "The number of veterans enrolled exceeds our highest estimates." "Our classrooms and housing facilities are filled to capacity by returning veterans." "This is only the beginning; we expect a steady increase in the enrollment of veterans throughout the next two years." The housing problem is especially acute. Dozens of educational institutions are already well advanced on plans for building emergency housing facilities to take care of the large numbers of married veterans and their families.

Many universities and colleges have modified their requirements for admitting students and determining advanced standing, in order to permit veterans to obtain credit, by examinations, for the educational experiences they have had during their years in service. Large numbers of institutions—universities, colleges, junior colleges, vocational schools, and high schools—are offering refresher courses, night courses, and short, intensive vocational training courses designed to meet the needs of veterans.

Dr. Francis Brown of the American Council on Education—who is in a position to know about such matters—has recently estimated that two million veterans will soon avail themselves of educational privileges. This figure is far higher than the estimates of a year ago. It is still too early, however, to give a final answer to your question, although the facts do not support the claim that war veterans are rejecting the educational privileges offered them by the G.I. Bill of Rights.

- Isn't the widespread use of motion pictures in our classrooms today having a bad effect on children? My own children are beginning to think of school

as a place for recreation rather than for serious study because to them movies have always been associated with fun.

YOUR question reminds me of Mr. Dooley's remark that "it doesn't make any difference what you teach a boy as long as he doesn't like it." Happily that view of education is no longer widely prevalent.

You are right in saying that school should be a place for study—or, more accurately, for learning. There is no good reason, however, why learning should be drudgery. On the contrary, it should be a satisfying and interesting experience. Don't you find it so whenever you master some new skill or acquire some new knowledge?

The real question about the value of motion pictures in school is this: What motion pictures are being used and for what purposes? If the films are selected chiefly for purposes of entertainment, they ought to be shown during recreational and play periods. But if the films are chosen because they will help the children to learn things that are worth learning, they have a rightful place in the classroom devoted to serious study.

Experience and experiments have shown that motion pictures facilitate learning in many fields. The Army and Navy used thousands of films, filmstrips, and other visual aids throughout their vast training programs. So also did the U.S. Office of Education in the nation-wide program in

THIS department, which made its first appearance a year ago, is designed to give parents the sound and reliable information they need to serve shoulder to shoulder with the teachers of the land. Under the direction of G. L. Maxwell, Dean of Administration at the University of Denver, questions concerning educational principles and practices will be answered, frequently with the help of specialists in various fields. Readers of the *National Parent-Teacher* are cordially invited to refer their questions to Dean Maxwell.

schools and colleges that trained millions of workers for war industries. Motion pictures have helped illiterate adults to speed up their learning of elementary reading. And in many schools and colleges films are already being widely used to vivify teaching and to stimulate learning in history, geography, literature, biography, current events, sociology, science, and health, as well as in the skills demanded by mechanical, agricultural, commercial, and homemaking occupations. They will also doubtless prove to be of great value in vocational guidance.

No one, I think, can claim that motion pictures alone are an adequate instrument for teaching. But it has been demonstrated that well-selected films, used along with reading, discussion, and practice, add greatly to what pupils learn and what they retain.

If you are interested in exploring this subject further, write to Vernon G. Dameron, director of the recently established Division of Audio-Visual Instructional Service of the National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C. Write also to the director of New Tools for Learning, 280 Madison Avenue, New York 16, New York, who, on request, will send your superintendent of schools an interesting booklet that includes a catalogue of some films, recordings, and other audio-visual materials for use in schools. Then, too, don't overlook resources near at hand. Many state departments of education and local school systems now have specialists in audio-visual education on their staffs.

- My son is a freshman in high school and plans to go on to a liberal arts college before taking up some professional training. I want him to study Latin as a basis for learning modern foreign languages and for improving his English vocabulary. His faculty adviser apparently has suggested to him that Latin is pretty much a waste of time. The boy is of superior intelligence, but he is more than willing to accept his adviser's suggestion because Latin is supposed to be a dull and difficult subject. Am I wrong in insisting that he take it at least two years?

BOTH you and the faculty adviser are in error, I think. You want your boy to study Latin so that it will help him to learn modern languages and to improve his English vocabulary. A thorough knowledge of Latin will probably give him this help, but it is not necessary to know Latin in order to learn French or to master the English language. If the time spent in studying Latin were given over to a study of French and English, the results, in terms of a knowledge of those two

modern languages, would surely be far greater.

The faculty adviser, you say, told your boy that Latin is largely a waste of time. He was mistaken. Latin is without doubt largely a waste of time for young people who study it for no good reason. But for some students the study of Latin may be very profitable.

THERE are two good reasons for studying Latin. One is that the student plans to enter a profession in which he will find it necessary, or at least desirable, to be able to read books written in Latin. The other is that the student wants to read Latin literature in the original, in order to enjoy its literary and cultural values to the full.

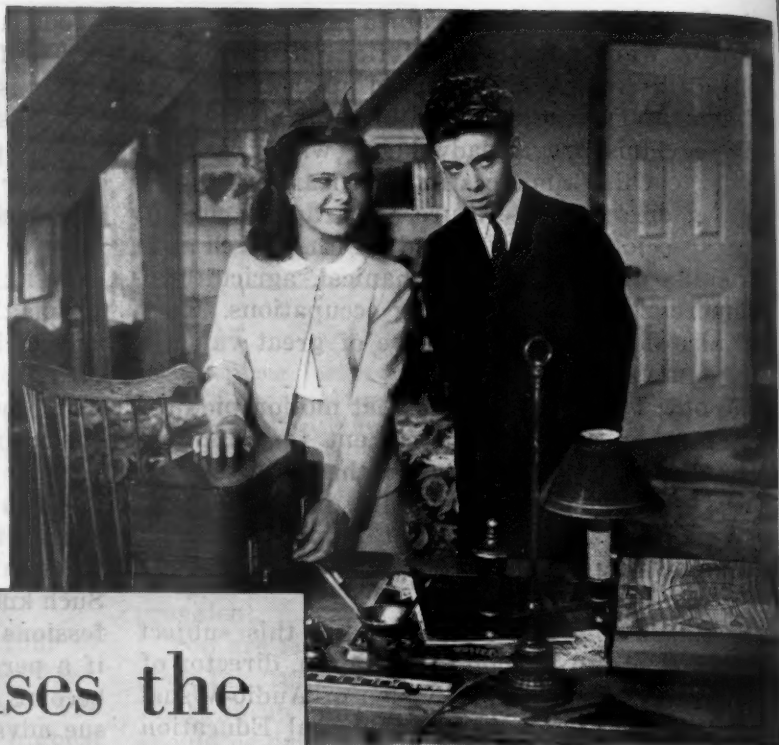
From the standpoint of professional training, it is well to know that Latin is no longer required for admission to most schools of law and medicine. Such knowledge of Latin as is needed in these professions is usually taught incidentally. However, if a person plans to specialize in Roman law, to become a teacher of Romance languages, to pursue advanced study in ancient and medieval history, or to prepare for the priesthood, the professional values of Latin are obvious. On the other hand, it is true that the plans of a high school freshman rarely extend so far into the future.

Now as for the cultural values in the study of Latin: Some of the great classics of literature were written in this tongue, and even the best translations fail to convey the full literary value of such works. I would not discourage any young person who wants to study Latin for the purpose of reading and enjoying the works of Virgil and Horace as they came from the authors' pens. But I would remind him that to attain this end he must study Latin until he has truly mastered it. Otherwise he will do better to read these authors in translation.

In the end, the answer to your question depends on your son—on his interests and his plans for the years ahead. Both you and his adviser should be thinking and talking in terms of the boy—not of Latin.

As a postscript, let me comment on a widespread weakness in American education—the superficial study of smatterings of various languages. Many high school graduates and most college graduates have studied at least one language other than English; some have studied two or three. Yet only a few are able to read, write, or speak in these tongues. Any language that is worth studying at all is worth studying until one can actually think in that language and use it to communicate his thoughts.

TOMORROW the world will be theirs, these moviegoing children of ours. Will they face it more understandingly, govern it more wisely, for the pictures they have seen today? We do well to find out, if we can, what happens on the stage of the child's mind when he "goes to a show."



© Ned Scott

Skippy Homeier as Emil Bruckner and Joan Carroll as Pat Frame in *Tomorrow the World*.

Youth Appraises the American Way

WE HAVE all of us at one time or another talked about the American way of life. Children, no less than adults, have ideas about it, and these ideas are important. On the West Coast a unique experiment was carried out to discover the convictions of high school students about some basic elements of the American way of life. The material used was the motion picture *Tomorrow the World*.

This picture tells the story of a twelve-year-old Nazi-trained boy—how he behaved in the American home, school, and community to which he was invited by his uncle, a college professor. When the boy Emil was a very small child, his father, a German scientist, was killed as a traitor to the Third Reich. The boy was then brought up in the strictest Nazi discipline.

The film shows how he brings to his new home all the devilish cunning, cruelty, and dishonesty he learned as a member of the Hitler Youth. In a few days he manages to divide the family, disrupt the school, and antagonize the community. His attempt to murder the professor's young daughter, after she finds him trying to steal important papers from her father, leads to a bitter fist fight with her young friends and almost sends him to jail. He is saved by her intervention and that of the Jewish schoolteacher

whom he has insulted in every way he knows. In a stirring final speech the professor points out the differences between the American and the Nazi ways of life, and gives Emil another chance.

A Photoplay Becomes a Teacher

THE film was previewed by a number of school people, who were greatly impressed by its educational implications. The Bureau for Intercultural Education, too, was interested. An advisory committee was formed, and arrangements were made with the Pasadena city schools, the Los Angeles county schools, the Beverly Hills High School, and the Salt Lake City schools to conduct an experiment with selected junior and senior high school students.

A test was constructed for two purposes: first, to discover certain aspects of high school students' knowledge and particularly their attitudes toward the American and Nazi ways of life, and second, to note the effect of the motion picture *Tomorrow the World* upon their knowledge and their attitudes. The test was given the first time before any students had seen or discussed the picture. They then went to a commercial theater on a Saturday morning to see the film and immediately afterward took the same test again.

GERTRUDE LAWS AND MILDRED J. WIESE

The children were surprisingly articulate in their responses to the test questions, especially the eleventh- and twelfth-graders. The pupils in the seventh grade were more brief in their responses, and many omitted questions, possibly because they were not sure about the meaning of them. The older students were also less likely to give an unqualified yes or no reply, although there was little difference in the general point of view expressed. A few typical replies to the same question by students in different grades illustrate this point.

On the place of women in American society:

"They are treated as good as any one else if not better." (A seventh-grader)

"They are treated as equals, with respect." (A tenth-grader)

"Women are treated with utmost respect, the foundation of the family." (A twelfth-grader)

Some responses are humorous from the adult point of view but appear to express the serious convictions of the writers. For instance:

"Women sometimes wear the pants of the family, and the daughters are taught the same."

"I don't think women are in the right place. All these 4F's should work in these dirty places, rather than the women. It's making the female population very rugged and not feminine as they should be."

On attitudes toward government officials:

"The government does what the people want." (A seventh-grader)

"We have rights and elect our government officials, therefore we have faith in them." (A tenth-grader)

"Officials are merely representatives of the people, to be questioned and removed when they fail to serve the people. The respect we show them is for their duty and observance of the right." (A twelfth-grader)

Rose-Tinted Replies

THE replies of these children show appreciation for the American way of life as they see it. The great majority pay glowing tribute to American ideals and believe that America is truly the best of all countries. They say they believe that here there is equality for all races and creeds; that there is great honor and great opportunity for girls and women; that youth organizations serve all children; that freedom of speech is universal; that newspapers print the truth; that

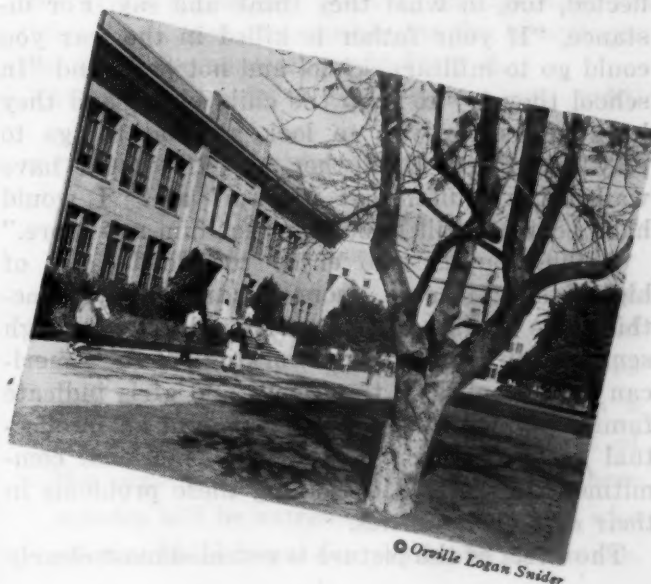
public officials are the people's choice and are highly respected, honored, and liked; that we must give help to conquered enemy nations.

They believed further that education can provide a solution for all problems; that reasonableness and love characterize the treatment of children at home and at school; that the four freedoms and the rights of every man are guaranteed; and that our national ambitions are peace and freedom, with friendliness to neighboring nations and security for every family in its own home.

This pattern follows in general what James Truslow Adams calls the American dream. It is more elaborately expressed by students at the upper-grade levels. It is more generally endorsed by children enjoying the advantages of socially favored communities. It varies noticeably among pupils in less favored racial and economic groups, and it is frequently colored by home training in different religious beliefs.

Those who diverge most from the American dream are usually pupils who either do not share the privileges assumed in the dream because of the racial, religious, or economic discrimination from which they suffer, or else those who look at such discrimination realistically and feel that it should be corrected, even though they themselves are not discriminated against. They want harmony between American ideals and community practices and desire that the practices approximate the ideals more generally for all peoples making up America.

It should be comforting to parents and teachers who want to build in their youngsters a sturdy confidence in home, school, and country to find them fairly well informed on the chief characteristics of the American ideal. On the other hand, parents and teachers who recognize the importance of students' becoming aware of the prob-



lems as well as the ideals in our American culture, will find reason here to pause and to wonder. Are our young people acquiring a kind of complacency with things as they are—rather than developing a determination to move from things as they are toward the degree of excellence that is commensurate with the ideal?

Many Men, Many Minds

THOSE students who are more discerning than others and those who have so far failed to enjoy the promise of the American ideal give evidence that they are aware of prejudice, discrimination, scapegoating, intergroup conflicts, and inequality of opportunity in American society. The following quotations are examples:

"Anyone who has money may express himself. . . . The poor man doesn't have a chance."

"You can belong to any organization you want, if you are a certain color."

"Every person is supposed to live where he pleases, but he doesn't."

A few students expressed their own prejudices in statements concerning minority groups:

"Put them in a place by themselves."

"They start wars."

"They are overbearing."

There were wide differences among the communities selected for study—differences in economic status, esthetic background, neighborhood resources, and opportunities for the general development of children. These differences appear in the responses of the young people in various forms: facility with the English language, ability to spell, social attitudes, and general information. In one community where poverty and hard work are the lot of most of the people, special economic interests enter into many replies.

The relative roughness of their lives is reflected, too, in what they think and say. For instance, "If your father is killed in the war you could go to military school and not pay" and "In school they try to keep the child clean, and they have books for you to look at, and things to play with." Of Emil they say, "I would have wailed the stuffen out of him" and "I would have beat him till I couldn't beat him any more."

Among pupils who enjoy the advantages of high family income, economics is chiefly something one studies, and there is evidence of a high sense of self-confidence in working out the American way. Replies of these boys and girls indicate familiarity with social problems, and an intellectual grasp of them, rather than emotional commitment to the idea of solving these problems in their own communities.

The effect of the picture is revealed most clearly

in the responses to the question, *What would you have done with Emil had he come to your home to live?* Here is found the widest range of opinions, the greatest depth of thinking. Some express vehement condemnation and advise complete rejection of Emil through detention, death, or deportation. Others suggest severe beatings; still others, kindness and love. Many suggest first trying kindness and patience, then becoming increasingly severe if Emil did not respond, and, if all else failed, rejecting him completely. There is considerable belief in the possibility of reform, with heavy dependence upon the power of school and home. Many doubt that anything could change a child trained as Emil had been trained.

Shall the Cynic Rule?

THE success of school, home, and radio education in glorifying the American way of life since the outbreak of the war in Europe is apparent in all the responses. One wonders whether we may not swing away from this highly patriotic attitude now that the war is won. Of course it is important that all citizens, including youth, become aware of the critical problems facing this country, as well as the other countries of the world. Nevertheless it is to be hoped that there will not be the kind of negative reaction that followed World War I as expressed by "debunking" writers and cynical interpreters of the times.

The realistic mind accepts neither of two extremes in attitude; it neither believes that all American practices are perfect nor does it condemn all American practices. It is possible to recognize serious imperfections in our practices and to work for a change or improvement of these practices without cynicism or despair.

Young people need a strong base of faith in order to manage the pressures and counterpressures created by differences in race, religion, ethnic groups, and economic status in their communities and in the country at large. Those who teach them—in homes, schools, churches, and youth groups—share the responsibility for providing young people with a philosophy that reconciles American ideals and American practice.

Each individual who really loves this country and values freedom must sustain his efforts in spite of the weariness that follows the cessation of armed hostilities and the removal of war pressures. There must be no relaxation on the part of those who would defend the American ideals that our children have accepted and who propose to develop the means by which all our youth, regardless of dominant or minority group distinction, may enjoy the blessings of the American way of life.

SEARCHLIGHTS AND COMPASS POINTS

TOGETHER WE BUILD

Better Schools and Better Educational Programs

CHARLES W. PHILLIPS

Second Vice-President, National Congress of Parents and Teachers

IT is natural to think that our particular day and age is the most difficult known to history, one that demands of us unusual consecration and effort. Today, however, there does seem ample evidence that we are living in a most extraordinary period, and this unusualness takes on special meaning in the field of education. Witness the simple fact that thousands of our young men and women were found to be incapable, physically and mentally, of service to their country. If it is true—as many think who seem to know—that winning the peace is a more difficult task than winning the war, we must conclude that educational opportunities for all Americans are not only desirable but necessary. And we must act on this belief if we are to maintain our way of life even in our own country, without considering our obligation to the rest of the world.

This education must not be confined to giving school privileges free to all young people between the ages of six and twenty-one, or to offering graded instruction from the first grade through the high school. Education must go below the six-year-old level, perhaps as low as that of three-year-olds, and it must have no ceiling. Likewise this new education must offer more than the so-called fundamentals in the public schools and the standard liberal arts in colleges. It must do all this and more, for good citizenship, good character, and sound training for making a living are vital in our times. Liberal arts, yes—but properly interwoven with broadly cultural education must be the vocational training so necessary if our returning veterans and our oncoming youngsters are to receive all that society owes them.

Still further, this education about which we talk so much must be considered "an investment and not an assessment." Too often those in education have said to those who are in government, "How much will you give us for education?" when the question should have been "What investment will this town (or state or nation) make in the children and youth on which it depends for

its ongoing?" Authoritative studies made by business interests have proved that wherever appropriations for education have been increased, economic levels have risen. So it is a fair statement to say that we are able to pay for education because education pays us.

In this great age of power, unprecedented in the history of the world, the elements of good character must be instilled into people's lives and hearts, else the world will destroy itself by its own inventions. A dangerous weapon is no menace in the hands of men trained to the good life. Certainly to keep it out of evil hands by concealment is no solution. If it exists it will be found and used, for knowledge cannot be hidden. In other words, it is safer, more hopeful, and more feasible to make people good than to pass laws to keep bad people from doing their bad deeds.

The Magic Word Together

THERE is another element highly important if we are to have education of the right kind in the proper amounts—cooperation. It is not for professional educators alone to attempt to educate properly; lay and semi-lay groups must participate. All are responsible for the education of the people because all profit from it.

Education needs to tell business and politics

THE Executive Committee of the National Congress and a special findings committee, meeting in Chicago last May, reviewed and restated the objectives of the National Congress program. Their recommendations will be interpreted month by month in a series of articles contributed by leaders of the organization. Programs based on these articles will be extremely valuable to all who want to build better for youth and the future.

that they have a share not only in paying the bill but in mapping the program—in a general way at least—in order that youth may be educated to fit into the needs of the business world and the world of politics. We shall never arrive at the place where we want to go if we are at odds in our thinking and try to go our individual ways.

Some of us make the mistake of imagining that education and educational programs are confined within the walls of the schoolroom. In reality the press, the movies, the radio, the church, and the very complicated community life in which we live—all these contribute and all have a part in an effective program of education.

Something should be said, too, about the need for cooperation, for a sense of togetherness among the various political units. The local community has a real responsibility for the education of its people. Likewise the state must shoulder some of the financial responsibility and provide some of the leadership, for its children are not born with equal opportunities. Its wealth may be concentrated in a single large city, while the rest of the state lives in comparative poverty.

Further, in a world that is made small by modern transportation and communication, a nation must feel some responsibility for the maintenance of at least a minimum standard of education for all the children of all the people. As things are organized today, the sweat and toil of the people of one section may go to the exclusive benefit of another. If the nation feels free, as it does, to call young men and young women from every corner of the country and from every walk of life to defend it in time of war, then it should feel some responsibility for the education of these youth in time of peace. If the local community and the state are unable or unwilling to educate them properly, then the nation must see to it that funds are provided for an all-out program. Together we stand—or certainly we fall.

Signing Up the P.T.A.

Now, how can a local parent-teacher association put into action these fundamental principles? Here are some possible answers:

1. Teachers and educators in general must feel

it their obligation and responsibility to do a good job. The best public relations work in a school is done by the teacher who carries out her classroom job well.

2. The local P.T.A. can demonstrate to parents and interested citizens in the community what is really being done in the schools. Programs dealing with the life of the school can be put on by the students, assisted by teachers who know the underlying philosophy and can suggest ways of interpreting that philosophy to the general public.

3. Provision can be made for parents to visit the schools so that they may see at first hand not only the work that is being done but whatever problems may exist—overcrowded classrooms, unattractive surroundings, and inadequate or meager facilities.

4. The P.T.A., through its meetings and its committee work, can give the proper publicity to school activities that make for better citizenship.

5. The P.T.A. can give encouragement, friendship, and moral support to the teachers in the local community by enabling them to do their work with assurance and enthusiasm.

6. The P.T.A.—occupying as it does a position of leadership—must show the way whereby all agencies in the community can effectively cooperate for the total education of the community's youth.

7. The local P.T.A., through its committees, is in a position to meet the needs of all children, whether these needs call for a lunchroom, playground equipment, better library facilities, or school beautification.

8. The P.T.A. is the best source for the initiation and promotion of the idea that additional means are needed and must be secured from local, state, and national funds if education is to do the job it is designed to do.

9. The local P.T.A. can combine its efforts with those of other units that make up the council, the district, the state congress, and the National Congress. Working all together, twenty-five thousand strong—representing three and a half million parents and teachers—we shall find that nothing is impossible if it is just and right. Let us together present the cause of childhood and youth and put it in its rightful place—*first*.

PRESIDENT TRUMAN makes his first screen appearance outside the newsreels in *Peace Comes to America*, one of the fifteen 16mm films prepared by the Treasury Department for the Victory Loan Campaign beginning October 29. The more than 450 16mm film depositories in this country are distributing the series and arranging special showings. Civic leaders and community organizations may obtain the name of their nearest distributor from their local War Finance Committee.

As our NATIONAL CHAIRMEN

See it

Stewards of Tomorrow

THE achievement nearest the heart of our late President Roosevelt was the creation of an international organization dedicated to peace and security. This objective has now been accepted by all the United Nations. What can we Americans do to help make it a reality? What can we do to promote greater understanding among nations, better international relations?

We can, to begin with, increase our knowledge of other peoples and countries. We can learn not only what they are today but as much as possible about their yesterdays, so that we may fully appreciate the contributions of their cultures to our civilization.

One of the state branches of the National Congress has taken as its theme for the year "In Vain We Build—Unless the Builder Also Grows." The foundations of our own country were laid deep and strong by its first great builders. But today the words *life, liberty, and the pursuit of happiness* have taken on new meanings. No longer do we think in terms of national citizenship alone; we are not merely American citizens but citizens of the world. As a result of this thinking our education assumes prime importance. If we are to grow in this world organization of peace and understanding, a new program of citizenship education must be initiated.

This new education must start in the home, the school, and the community, just as it has always done. Let's begin at once to teach our children to respect other people and their rights. Prejudice must be banished from their minds. The democratic ideal must become more than allegiance to certain words and phrases.

As parent-teacher workers we have a solemn obligation to lend our support to every effort being made for world citizenship, and in so doing we also have the glorious opportunity of serving in a vital way our children, our country, and our God. We have a vision of a world composed of nations that understand one another and live together in peace and harmony. May we serve as worthy citizens in bringing this ideal to fruition.

—KNOX WALKER, *Citizenship*

Children Are War Veterans, Too

MUCH HAS been said and written, during the past two years, about the rehabilitation and readjustment of our war veterans. Although in some instances there has been perhaps too much emphasis on this very real problem, there has not been enough emphasis on another equally important fact—that to a certain degree we are all war veterans, and especially our children.

Most adults are now finding that they must change many of their wartime attitudes if they are to readjust successfully to the pattern of normal living. Many a man and woman will have to learn how to relax and once again to devote some hours of their day to leisure activities. Fathers and mothers will have an opportunity to rebuild their family life. Many parents were too busy during the war to spend much time with their children. As a result youngsters who had received their full share of love, attention, and care before the war were often neglected. This must not continue now that peace has come.

Moreover, our children will have to learn no longer to glory in destruction but once again to admire constructive achievements. Their parents and teachers must stress education for life instead of education for death. And the aggressive tendencies in children will have to find expression in love and not in hatred. (See the provocative book by Karl A. Menninger, *Love Against Hate*, published by Harcourt, Brace.)

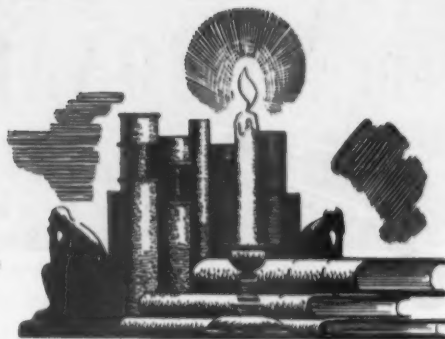
Solving the psychological problems created by the war and its consequent upheavals in every phase of living calls for ingenuity and skill on the part of experts in mental health as well as of all other persons and groups who are aware of the needs and willing to help meet them.

It is encouraging that in most state plans for postwar education we find general agreement on the necessity for adequate guidance and personnel services for all children. Only by seeing to it that individual health—physical and mental—is brought about and maintained, can we really work for that better world in which we hope our children will be privileged to live.

—JOSEPH MILLER, *Mental Hygiene*

BOOKS

in Review



The Best of

MAY LAMBERTON
BECKER

EDITOR, CHILDREN'S BOOKS,
NEW YORK HERALD TRIBUNE

WITH Christmas just over the horizon, this is the time of year when bookshops and schools, libraries and clubs, forums and all sorts of community groups unite to spread before prospective buyers, in one resplendent Book Week, the riches of our children's literature. This statement is not so purely commercial as it may sound. A meat market is a commercial enterprise, but in the last few months we have often considered the man at the meat market a friend to whom we were personally grateful, because he had meat and let us buy it.

You see, we needed meat; the humble hamburger had come into its own. There was something valuable, even precious, about it. Food is food, and when we want it we value it. When we begin to look on the right sort of children's books as food that children need, these books will take

MOTHER, what can I read?" Do you pass that question off without really answering it, or do you give your child something he can never lose—an appreciation of the best in books? Take advantage of Children's Book Week, celebrated throughout the country by book fairs, exhibits, community programs, and special displays in libraries and bookstores, to learn all you can about books that will truly enhance his power and personality. "United Through Books" is this year's slogan for Children's Book Week. Be sure to make note of the dates, November 11-17.

on, perhaps, the same kind of value we attached to lamb chops when, having parted with a sufficient number of precious points, we bore them home in gladness to the family.

What Good Books Can Do

WHAT are some of the values that a book can hold for a child and that some books—plenty of them—do hold? Beauty, for one. Truth, for another—not only in what we call true stories but in those that tell the truths which only fantasy can express to little children. Heroism—and in the years ahead we shall need this as much for living as our fallen soldiers did for dying. Our children will need the sense of continuity we call history, the steadying assurance that all did not begin with our own time nor will end with it but that we have received something from those who went before and must, for good or ill, pass something on to those who come after.

Visions of things beyond their own immediate surroundings children can find in books: the lap of ocean waves for the inland reader; the spires of Oxford, the heights of Parnassus, the soaring peaks of the Himalayas for the dweller in the plain. They can find something beyond this life—



© Frank H. Bauer

Best of the Newest in Children's Literature

selflessness, sacrifice, sainthood, deathlessness. These are some of the values to which the wares of Book Week direct your attention.

We should be grateful, too, for the window displays and book fairs, the club programs and school celebrations that remind us how close we are to Christmas and how easy it is, by taking thought, to make this season's book-shopping more speedy and successful. This year there will be a host of publications from which to choose, and we shall appreciate all the help we can get in choosing the good ones among the not-so-goods. By "good," you understand, I mean good for your particular child.

You can, of course, dispose of the whole problem by buying a set of some sort (many of them are remarkably good) and letting the child read through it after his own fashion. Naturally you may have to take some dead wood along with the good things you want, but that, after all, is not so serious. The chief drawback to the many-volumed collections of children's reading matter is not inherent in the publication itself. Rather, it arises from the tendency of some parents to think, having spent a sizable amount of money, that they can wash their hands of their children's reading from this time forward. Like the classic chorus girl, the child now "has a book"; let him get on with it and not bother his parents.

I might point out that having a beefsteak does not imply having it permanently, but I would rather dwell on what the parent himself is losing when he plays no active part in forming his child's own library. To take a child to a bookstore is as much fun for Grandmother as it is for Johnny. An hour spent by Mother in browsing among teen-age stories can be an enchanted hour. It may give her a clue to the magic mystery of what life looks like to children in the early teens.

Reading aloud to one's children is fine for all concerned; letting them read aloud to you may

be even better for the young folks than bringing them up as mere listeners. Finding out beforehand what they really want to read next (and why) never loses its charm to a sensible adult who is on good terms with children and with books. You miss something yourself, I repeat, if you do not do your Christmas book-shopping early. Early enough, that is, to get some good reading out of your presents before they reach their fortunate recipients.



© Philip Gendreau

Year-Round Enchantment

BUT WHY at Christmas only? Books make the best "un-birthday presents" imaginable. One reason why there are so many picture books this year is that some people who had never brought anything but toys home to their children found that toys had practically vanished in wartime. They took home a picture book instead, and thereby created a continuous demand. Those Little Golden Books (Simon and Schuster) for a quarter come nearer than anything we have in America to the British wartime ideal for children's picture books—the very best that can be done, at so low a price that any child may own one.

There is a delightful new series of little color books this year, published by Lothrop at sixty cents apiece—familiar fairy tales like “Cinderella” whose characters are played by dolls and puppets. The unusually interesting nursery series brought out by Houghton at eighty cents apiece gets even better as it goes on, and at least three brand-new editions of children’s classics will soon burst upon us, with pictures by contemporary artists, titles familiar to all lovers of good literature, and prices that fit a small purse.

I shall not try to give you, in this brief space, a definitive list of the best books for children this year. Instead, here are the names of a few for young children that should send you to a bookstore if only to find out whether you think them as good as I do. Once there, you can take your time browsing among the stock. I think E. B. White’s *Stuart Little*, with Garth Williams’ perfect pictures (Harper, \$2.00) so good that it seems to me now the best of the season; a better one later on will have to be very good indeed. When I say it’s about a mouse, that’s not the half of it. It is for children seven or so, but anyone will love it. Golden MacDonald and Leonard Weisgard, the collaborators who made *Red Light*, *Green Light* a striking success last year, now give us *Little Lost Lamb* (Doubleday, \$1.00).

My Mother Is the Most Beautiful Woman in the World, a Russian peasant tale retold by Becky Rehyer with brilliant pictures by Ruth Gannett (Howell, \$1.50), has a climax so touching and so good that you will not forget it. Dorothy Lathrope has an amusing new picture book, *The Skittle-Skattle Monkey* (Macmillan, \$2.00) for her devoted followers. *Silly Billy* by Sally Scott (Harcourt, \$1.50) is a kitten story for four-year-olds, with cuddly pictures. And the most striking pic-

ture book I have seen so far this year is *Sing Mother Goose* by Opal Wheeler (Dutton, \$3.00), whose color pictures are by Marjorie Torrey.

To Feed the Children’s Fancy

FOR the age that either reads or listens to reading, we have an unusual and distinguished modern fairy story by a new writer of promise, Regina Woody—*The Stars Come Down*, with pictures by Raffaele Busoni (Harcourt, \$2.00). Munro Leaf’s *Let’s Do Better* (Lippincott, \$1.50) in a droll, earnest way reminds children they’re not too young to think. *Dulcie Sews a Sampler* by John E. Bechholdt and Decie Merwin (Dutton, \$1.50) again brings five-year-olds a beloved little character in crinoline. *The Very First Day* by Ann Weil, pictures by Jessie Robinson (Appleton, \$1.50), is for three-to-six; the day is at school. Somewhere along here comes *Secrets* by Jessie Orton Jones, with pictures in color by the Caldecott Medal winner, Elizabeth Orton Jones (Viking, \$2.00)—the rhythmic thoughts of a little girl about great things.

For youngsters around ten or so come books such as Mabel Leigh Hunt’s *Sibby Botherbox* (Lippincott, \$2.50), a lovely expression of the invisible-playmate idea; family stories such as *The Mitchells* by Hilda Van Stockum (Viking, \$2.50) and Delia Goetz’s hilarious *The Burro of Barnegat Road* (Harcourt, \$2.00); and the fine horse book *A Touch of Greatness* by C. W. Anderson (Macmillan, \$2.50), with magnificent pictures to delight a young boy who loves great horses.

I have not attempted here to deal with books for older young people. The things they read must be so varied, to suit the varying needs of this time of life, that they call for special consideration.

WINDOWS ON THE WORLD

WE take you now to Tokyo,” says the announcer of the world news roundup. But does he take us to Tokyo? Do we permit him to? Do we make the transfer in our imagination?

Do we know how far the announcer has invited us to travel? Do we understand why *today is tomorrow* in Tokyo? Do we picture the place, the people? Do we sense the atmosphere? Do we try to understand the news from that vantage point? Unless the answer is yes, we’re not making full use of our window to the West, the window opened by the radio reporters now roaming the Pacific.

We join the listeners in the British Isles in exactly three seconds,” says another announcer as he introduces the program *Transatlantic Call . . . People to People!*

And if we really accept the invitation to join, in exactly three seconds we are linked with our friends in England. We open our window to the East, and for half an hour we hear the voices, the accents, the sounds of people and life in Britain. This Sunday we visit a Welsh mining town. Two weeks later we meet a group of English schoolboys, and two weeks after that we are introduced to types of British humor. Between times, on alternate Sundays, we offer our part of the exchange; we try to give listeners on the other side a better understanding of us.

“People to people,” the announcer says. And that’s the way it should be. That’s a meaningful phrase—“people to people.” It has the ring of real democracy, at the same time suggesting in three words the absolute necessity of direct interchange between the peoples of this world if we are to live peaceably together.

—H. B. McCARTY

The Precious *Preschool* Years

STUDY COURSE DIRECTED BY ETHEL KAWIN

Outstanding Points

I. Toys can make important contributions to a child's development; they ought therefore to be wisely and carefully chosen.

II. A wisely selected toy is one that is appropriate to the particular child who is going to play with it. It should be suited to his age and his level of development; it should meet his present interests and needs. The quality of the toy itself is important, too. It should be well constructed, durable, safe, and sanitary. Most of all, it should be a plaything with which a child can do something.

III. Toys are valuable aids in the growth of muscular control and coordination. Play materials for both outdoor and indoor play can stimulate physical activity and help the child to develop strength and skill.

IV. A child's natural interest in imitative and dramatic play should be encouraged. "Keeping house," being a policeman or fireman, running a grocery store or a garage or a gas station—all such activities are enjoyed by young children. More than that, these "pretend" games will help them to understand the world about them and to feel a sense of participation in that world.

V. Children need play materials that encourage quiet, sedentary activities as well as those that stimulate vigorous, physical activity. Many toys may be used for this purpose, as books, scrapbooks, and phonograph records.

VI. Every child should have a well-balanced diet of toys. Too much time spent on one kind of toy or on books alone makes for one-sided development.

VII. A child should not be surrounded by too many toys at one time. If he is, he will tend to flit from one to the other and will have difficulty in developing concentration. A young child's attention span, however, is normally short, so a wide range of toys should be available to him—perhaps on a near-by shelf—with the understanding that he can exchange one toy for another.

VIII. Many of the best toys for children can be made at home quite inexpensively. Moreover, a child's pride and joy in any plaything is enhanced if he knows his mother or his daddy made it for him.

IX. Children themselves can learn to make simple gifts for their families and friends, thus experiencing the greatest of Christmas joys—the joy of giving.

Questions To Promote Discussion

1. What are the major points to consider in selecting a toy for a child? Make a list of the things you should know about that child. Then make a list of the things you should know about the toy itself.

2. What are some of the ways in which wisely selected toys can contribute to the child's physical, mental, social, and emotional development?

3. What are some of the undesirable features of poor toys that should be avoided in choosing playthings?

4. Should children have something to do with selecting their own toys? If so, how would you plan to make your selections with their help?

5. Suppose you have a family of four children and want to give all of them a well-balanced diet of toys. The baby is a girl, eleven months old. The oldest child is a boy of eight. Between them are a girl of two and a five-year-old boy. List the toys you would provide for this family.

6. What are the characteristics of a good book for a two-year-old? For a five-year-old?

7. What toys can you make for your children this Christmas? (See the pamphlets listed below.)

8. What simple gifts can children make to give away this Christmas? Can you list a dozen possibilities?

References

Alschuler, Rose H., and Heinig, Christine. *Play; the Child's Response to Life*. Boston: Houghton Mifflin, 1936.

This is Volume II of a series entitled *Childhood*, edited by the Association for Childhood Education.

Freeman, Larry, and Freeman, Ruth. *Cavalcade of Toys*. Watkins Glen, New York: Century House, 1942.

A thorough and interesting study of toys from the historical, sociological, and educational point of view.

Kawin, Ethel. *The Wise Choice of Toys*. Revised edition. Chicago: University of Chicago Press, 1938.

Describes the outstanding characteristics of child development step by step from infancy to adolescence and suggests the toys needed at each stage.

Pamphlets published by the Association for Childhood Education, 1201 Sixteenth Street Northwest, Washington 25, D. C.

Bibliography of Books for Children. 1945 edition. 75 cents.

Children's Books—For Fifty Cents or Less. 1945 edition. 25 cents.

Make It for the Children. 1942. 50 cents.

Music and the Young Child. Compiled by Helen Christianson, 1936. 35 cents.

Toys Children Like. 20 cents.

Articles in the *National Parent-Teacher*:

Becker, May Lamberton. "What Books Shall We Choose?" November 1944, pp. 27-28.

Freeman, Larry and Ruth. "Toys That Train the Toddler," December 1943, pp. 7-9, 33.

Kawin, Ethel. "To Play We Go," February 1942, pp. 20-23.

Kawin, Ethel. "What Shall We Buy for Christmas?" November 1940, pp. 24-27.

Newsom, Shirley. "What Will Santa Claus Bring?" December 1944, pp. 7-9, 37.

A radio script based on this article will be available on December 1. It will be sent free to parent-teacher groups that are conducting radio programs. The script is being prepared at Station WHA, University of Wisconsin, under the direction of H. B. McCarty, National Congress chairman of the Radio committee.



THE PRECIOUS
PRESCHOOL
YEARS

A PARENT EDUCATION
STUDY COURSE
1945-1946

THE study course outline on this page is for the use of—

- Preschool study groups
- Preschool sections of P.T.A.'s
- Individuals who want to test their own knowledge

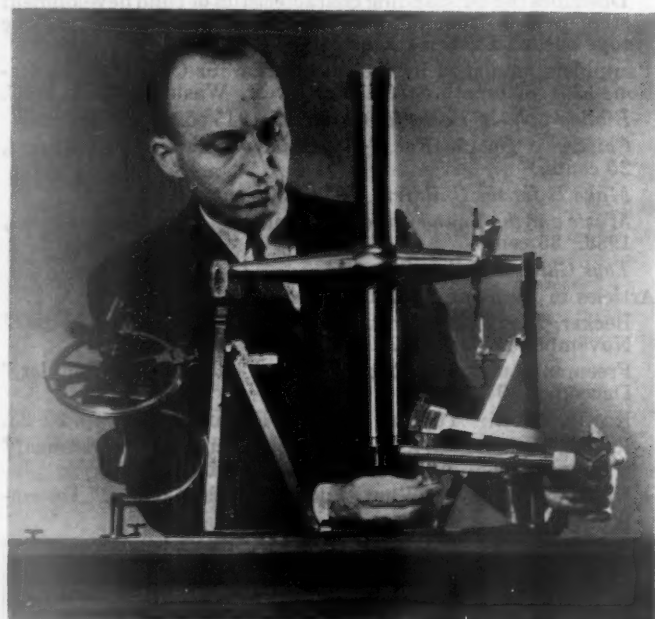
Based on the article "Christmas Is Coming." See page 10.



Opening the Door to Creative Living

Once every month during the school year the parent-teacher association of Rumford, Rhode Island, presents a program especially for the school children. What sort of program? It may deal with almost any topic within the children's range of interest and comprehension. It may be an illustrated lecture, a musical entertainment, or a demonstration of some branch of art or science not usually covered in the grammar school curriculum. Or it may be a presentation by one of the numerous culture groups to be found in this state. In every case, however, the program is built around some one person or group of persons who have made contributions of outstanding merit in a special field.

In the four years since Children's Programs began, for example, the young audiences have listened to music by the famed Leonard family; to talks about birds and insects by Harold Madison



Professor Charles Smiley of Brown University, first speaker of the year, demonstrates three astronomical instruments to the young audience of Children's Programs.

of the Audubon Society and Brayton Eddy, entomologist; to choral groups garbed in the costumes of their native lands; and to innumerable other artists, scientists, and musicians.

The fact that the programs are generally given on Friday afternoons during school hours, with the approval and help of the teachers and the superintendent of elementary schools, has played no small part in their success as an educational venture. The whole project is an outgrowth of the realization that children need to be shown the beauties and possibilities of constructive enterprise, to offset the emphasis on world-wide destruction that has affected their thinking far too strongly in the last four years. P.T.A. members also hoped to give the children an understanding and appreciation of the contributions of foreign-nationality groups to our own culture.

A COMMITTEE was formed, made up of the superintendent, the principals of the three elementary schools, and several mothers. The mothers have always tried to carry the burden of talent-hunting, while school administrators advise and suggest.

Children's Programs have been received with enthusiasm on the part of the children and with high commendation on the part of the teachers. The committee is now making it a point to inform youngsters just where and how they can find out more about those topics that appeal to them.

At the opening program this year Charles Smiley, professor of astronomy at Brown University and pioneer in air navigation, explained in simple fashion how eclipses occur, and in so doing covered some of the basic theories of the universe. His use of the question-and-answer method revealed how surprisingly alert and interested the youngsters were in recent scientific progress. Professor Smiley took opportunity to further this interest by mentioning a free course in introductory astronomy at the near-by Providence Museum. He also invited the boys and girls to visit the Ladd Observatory at the university.

Other programs this year will touch upon several vocational fields that are especially popular in the locality, such as the industrial arts, silver-smithing, ceramics, and photography. Still others will follow the theme of internationalism. Gifted students of many nationalities, dressed in costume, will offer Christmas music; a professional dancer will give Mexican dances with authentic costumes and music; and a group of Negro singers will present the spirituals of their people.

SINCE Rumford is a suburb of a large city, the committee has found it comparatively easy to enlist the services of talented persons for the Children's Programs. However, almost any community will discover unsuspected possibilities if it just looks for them. Then, too, the committee has never hesitated to ask help from other schools, libraries, museums, historical societies, musical and scientific clubs, and clubs of different nationality groups.

Children's Programs were initiated by Mrs. Pearl Robinson, a person of wide interests and herself a poet. Mrs. Robinson says of the programs, "I like to think of them as a door that opens for the children. They enter and find here an artist at his easel; here a naturalist looking upon earth's wonders; here a musician, producer of beautiful, patterned sounds. It is possible that no child will walk away unchanged, since every child is in some degree a creator. Then I like to reflect that the interest of P.T.A. members oils the hinges of this door and keeps it swinging open for our children."—DOROTHY BEARCE

AND DORIS NORTH

Family Fun—Family Fellowship

Believing that "families that play together stay together," the parent-teacher association of Wooldridge Grade School, Austin, Texas, in cooperation with the Austin Athletic Department, last spring sponsored a family recreation workshop whose success exceeded their highest expectations.

It all started when the chairman of recreation decided to make her chairmanship mean something—something to everyone in the community. She took her idea to the head of the women's physical training department of the University of Texas. That person accepted it so eagerly that the two of them had no trouble in securing the help of the city recreation department.

A co-chairman was chosen and committees appointed. Together they developed a plan for a unique adult recreation project in family education. From it the participants were to derive benefits that they could use not only in the home but in the community as well.

Throughout April six workshop meetings were held—five at the Austin Athletic Club and the final one at Wooldridge School. Each meeting was devoted to a certain phase of family recreation: music, games, folk and square dancing, handicrafts, family dramatics, and family play. The project was widely publicized by the newspapers, the Austin City Council, and the school children.

At the first meeting a professor from the university's school of music discussed ways in which families might enjoy music together—playing records, listening to the radio, singing, and the like. All the participants were given mimeographed sheets containing lists of songs and family radio programs, and the meeting closed with group singing. On game night, lists of various types of games, plus a bibliography, were given out, and then many of the games were actually played.

The folk- and square-dancing night had the biggest turnout. Austin's pioneer music group furnished the music, and there were squares for "seven and seventy." A hundred and fifty dancers were on the floor at a time, with about that many more on the sidelines. The P.T.A. president, Mrs. Marion Fowler, declared that all had a "rip-roaring time."

HANDICRAFT night was the finest program of all, chiefly because experts in many crafts contributed their skill and knowledge. Groups of men, women, and young people gathered around tables where every imaginable activity went on—rag-doll making, fancy paper-cutting, linoleum block printing, soap carving, pottery making, clay modeling, weaving, wood carving, and many more.

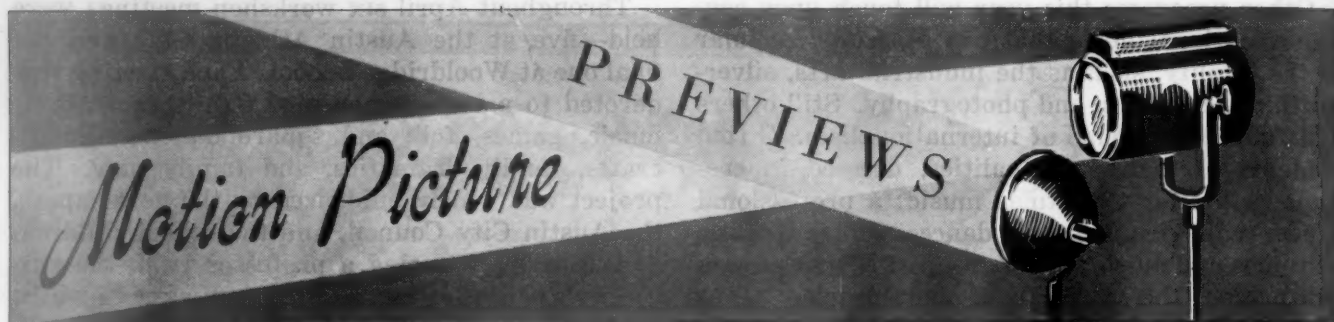
Family dramatics night featured charades, storytelling, circle storytelling, and other group pastimes. Family play night, the final meeting, was held at the school. More than a thousand people came, and they had a grand time. There was no charge except for soft drinks and ice cream.

Not only the school but the school yard was swarming with activity. Outside there were relays, softball, tug-of-war, dodge ball, boxing, horseshoe pitching, and ping-pong. Inside there were square dancing, checkers, storytelling, games, a marionette show, and a singsong.

Throughout the series of workshops the physical training department furnished groups of girls who supervised the play of the younger children. Each night, too, P.T.A. hostesses met the guests.

From start to finish the whole project was a marked success. There was no cost except for a little mimeographing and for the materials used on handicraft night. Mrs. Fowler recommends the idea to any and all P.T.A.'s, for the plan is adaptable to any community and is well worth the effort.

—ANNIE BECKER



Sources of Educational Films

Catalogues

Approved Films on Food and Nutrition. New York City Food and Nutrition Program, 45 Lafayette Street, New York 13, New York. 25 cents.

The Human Relations Series Films. Commission of Human Relations, 71 Washington Square South, New York 12, New York. 25 cents.

Visual Training Aids and Army and Navy Training Films. Castle Films, Incorporated, 30 Rockefeller Plaza, New York 20, New York.

These two catalogues of films and filmstrips were produced by the Federal government and released by the U.S. Office of Education (Federal Security Agency). The units consist of a 16mm sound film, covering the subject matter; a 35mm filmstrip, which reviews and supplements the movie; and an instructor's manual.

War Films for War Use. Bureau of Motion Pictures, Office of War Information, Washington 25, D. C.

This directory of OWI releases lists 79 nontheatrical films that deal with the war effort, both at home and on the battle fronts.

Wilson Educational Film Catalogue. H. W. Wilson Company, 950-972 University Avenue, New York, New York. \$3.00.

This catalogue, one of the most complete listings of educational films available in the United States, classifies them alphabetically and also by subject.

1,000 and One: The Bluebook of Nontheatrical Films. The Educational Screen, 64 East Lake Street, Chicago 1, Illinois. \$1.00.

This directory lists more than 5,000 films of interest to educators. Films are classified into approximately 175 subject groups.

Distributing Centers

British Information Services, Film Division, Central Depository, 30 Rockefeller Plaza, New York 20, New York. Department of Labor, Children's Bureau, Washington 25, D. C.

National Film Board of Canada, 84 East Randolph Street, Chicago 1, Illinois.

New Tools for Learning, 280 Madison Avenue, New York 16, New York.

New York University Film Library, 71 Washington Square South, New York 12, New York.

Office of Inter-American Affairs, 444 Madison Avenue, New York 22, New York.

Office of War Information, Bureau of Motion Pictures, Washington 25, D. C.

U.S. Government Films, Motion Picture Service, Department of Agriculture, Washington 25, D. C.

NOTE: The extension departments of most state universities also publish catalogues of films. Write to your own state university for its list.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

Rusty—Columbia. Direction, Paul Burnford. This film will appeal not only to junior matinee-goers but to adults as well. Its principal characters are a boy and his beautiful German shepherd dog, and the counterplot deals with the adjustment of the boy and his stepmother to each other. Though the acting is good, the story is loosely constructed. Cast: Ted Donaldson, Margaret Lindsay, Conrad Nagel, Gloria Holden.

Adults	14-18	8-14
Good	Good	Good

Shady Lady—Universal. Direction, George Waggner. Light social drama with a good musical background and an excellent cast. Several magnificently staged dance numbers lift it above the average. The Brazilian dance routine is outstanding, and the bit by the tramp on the park bench is high comedy. Most effective, too, is the piano and harp accompaniment for Ginny Simms's first number. Cast: Charles Coburn, Ginny Simms, Robert Paige, Martha O'Driscoll.

Adults	14-18	8-14
Amusing	Amusing	Amusing

State Fair—20th Century-Fox. Direction, Walter Lang. A panorama of gay, colorful scenes, some lilting music, and an excellent cast combine to make this melody-filled version of Phil Stong's novel a pleasant, relaxing bit of entertainment. Although the film carries some implication of the more serious problems presented in the previous film adaptation of *State Fair*, they are not emphasized. Rather we are given a picture of wholesome family and farm life, with some good old Middle Western humor. Cast: Dana Andrews, Jeanne Crain, Dick Haymes, Vivian Blaine.

Adults	14-18	8-14
Excellent	Excellent	Excellent

FAMILY

(Suitable for children if accompanied by adults)

Abbott and Costello in Hollywood—Metro-Goldwyn-Mayer. Direction, S. Sylvan Simon. A typical Abbott and Costello routine, filled with zany situations and repetitious action, this comedy becomes monotonous entertainment for all except addicts of the well-known team. Their pranks carry them in and out of the many doors on the M.G.M. lot and also into contact with many famous players. The roller-coaster sequence might frighten nervous children. Cast: Bud Abbott, Lou Costello, Frances Rafferty, Robert Stanton, Rags Ragland.

Adults	14-18	8-14
Matter of taste	Amusing	Probably

First Yank into Tokyo—RKO. Direction, J. Robert Bren. This melodrama has a timely interest in that it tells of an American who enters a Japanese prison camp to bring out a scientist who knows part of the formula for the atomic bomb. Only the credulous will accept some of the situations, however. Cast: Tom Neal, Barbara Hale, Marc Cramer, Michael St. Angel.

Adults	14-18	8-14
Fair	Fair	No

The House on 92nd Street—20th Century-Fox. Direction, Henry Hathaway. An absorbingly interesting spy melodrama, presented with the cooperation of the Federal Bureau of Investigation and based on official records. The restrained acting of the well-chosen cast gives a feeling of reality to the exciting action, and the knowledge that the events in the story actually occurred in real life increases the suspense immeasurably. Cast: William Eythe, Lloyd Nolan, Signe Hasso, Gene Lockhart.

Adults 14-18 8-14
Excellent Excellent Exciting

The Lost Weekend—Paramount. Direction, William Wilder. A powerful drama in which the finest artistry and technical skill of the motion picture industry have been brought to bear on the grave medical and social problem of alcoholism. The story is treated throughout as a tragedy. Not one moment of lightness relieves its tension. The conflict between a man and his desire for drink comes to a climax in a prison hospital ward where some of the patients have reached the acute stage of delirium tremens. The subject is treated in documentary style, and the script might have been adapted from the clinical records of a doctor or a social worker. Cast: Ray Milland, Jane Wyman, Philip Terry, Doris Dowling.

Adults 14-18 8-14
Outstanding Tense tragedy Very doubtful

The True Glory—Joint Anglo-American Film Planning Committee—Columbia. Direction, Captain Garson Kanin, Carol Reed. This remarkable documentation of the last year of the war in Europe has such superb treatment that it is a monument to all the men and women who played any part in its production. The continuity is intensely dramatic in its mounting climaxes. The characters really live on the screen, and the narration, in both writing and delivery, has strength and poetic beauty. It is to be hoped that this film, the nearest thing to a living record of a vital period in the war, will be seen by all people. From it they may learn to appreciate more fully the greatness of those who staked their lives to give humanity another chance to build lasting peace. The scenes in the prison camps are pretty rugged for children, but each individual parent must decide whether or not his child is ready to see the film. The story begins with preparations for the invasion in various parts of Britain and continues with the landings in Normandy and all that happened up to the unconditional surrender of Germany. Fostered by General Eisenhower, with a foreword spoken by him on the screen, the film was produced through the cooperative efforts of the combat cameramen of nine Allied Nations in the European theater.

Adults 14-18 8-14
Outstanding Outstanding Very tense

ADULT

Dangerous Partners—Metro-Goldwyn-Mayer. Direction, Edward Cahn. An average crime melodrama in so far as production and acting are concerned, but the story is inconsistently developed and the opening shots give promise of more interest than actually develops. The plot is filled with trickery, treachery, and brutality, and the characters are ruthless and cruel. An out-of-character reform on the part of the two leads brings about a happy ending. Cast: James Craig, Signe Hasso, Edmund Gwenn, Audrey Trotter.

Adults 14-18 8-14
Fair Not recommended No

Dear Octopus—Britias-Hoskins. Direction, Harold French. This delightful story, told with a fine sense of character delineation, succeeds in presenting each member of a large cast in such a way that he seems important, though he may be on the screen only a short time. The action takes place within a period of three days when a charming old couple, aided by their children and grandchildren, celebrate their golden wedding anniversary. Some of the dialogue needs adult evaluation. Cast: Margaret Lockwood, Michael Wilding, Celia Johnson, Roland Culver.

Adults 14-18 8-14
Excellent Mature No

Isle of the Dead—RKO-Radio. Direction, Mark Robson. A somber, depressing melodrama that has a plot too morbid and unpleasant to have more than a limited audience appeal. Acting, direction, and production are all good. Cast: Boris Karloff, Ellen Drew, Marc Cramer, Katherine Emery.

Adults 14-18 8-14
Weird melodrama No No

Love Letters—Hal Wallis—Paramount. Direction, William Dieterle. This drama of mental and emotional reactions is beautifully and artistically presented with perhaps as much realism as is possible with such a visionary theme. The suspense, which is strong throughout, at times becomes intense.

Jennifer Jones is uniquely suited to portray the girl, a victim of amnesia, who is under the shadow of murder, and Joseph Cotten is an excellent choice for the supporting role. The settings are attractive, fitting, and motivating. Cast: Jennifer Jones, Joseph Cotten, Ann Richards, Anita Louise.

Adults 14-18 8-14
Entertaining Mature No

Men in Her Diary—Universal. Direction, Charles Barton. Farce-comedy with a psychological bent and an inconsequential but amusing story of domestic jealousy and misunderstanding. The settings are good, and so is the acting. Cast: Jon Hall, Louise Allbritton, Peggy Ryan, Virginia Grey.

Adults 14-18 8-14
Amusing Amusing Mature

Mildred Pierce—Warner Brothers. Direction, Michael Curtiz. An outstanding picture of its type, this social melodrama that ends in tragedy is absorbing, dramatic entertainment. Despicable at heart, the characters are on the surface acceptable members of society. The characterization of the selfish but unprincipled and unwise mother, portrayed by Joan Crawford, is magnificent, and all the supporting players give convincing performances. Though the story is completely sordid, it points a strong moral. The camera work is excellent, both in building suspense and in recording the interesting backgrounds. Cast: Joan Crawford, Jack Carson, Zachary Scott, Eve Arden.

Adults 14-18 8-14
Excellent Mature No

Pardon My Past—Columbia. Direction, Leslie Fenton. This light farce-comedy is based on the theme of mistaken identity, but the somewhat involved plot proves a poor vehicle for a good cast. However, the picture moves rapidly to an hilarious ending and will probably be enjoyed by a not-too-discriminating audience. Cast: Fred MacMurray, Marguerite Chapman, Akim Tamiroff, William Demarest.

Adults 14-18 8-14
Amusing Amusing Mature

MOTION PICTURES REVIEWED IN OCTOBER ISSUE

JUNIOR MATINEE (8 to 14 years)

Anchors Aweigh—Light, amusing, musical farce-comedy.
Our Vines Have Tender Grapes—Heartwarming story of life on a Wisconsin farm.
A Thousand and One Nights—Enjoyable farce-fantasy based on the story of Aladdin and his lamp.

FAMILY

Christmas in Connecticut—An amusing satire on marriage.
Identity Unknown—Timely human-interest drama.
Jealousy—Murder melodrama, well cast and ably directed.
Johnny Angel—Mystery with the New Orleans French Quarter as background.
Over 21—Farce-comedy, as amusing as the Broadway play.
Paris Underground—The story of how two women worked with the Underground to help Allied flyers back to England.
Pride of the Marines—Deeply moving presentation of the problems of a blinded Marine in building a new life at home.
San Pietro—Documentary film of an episode in World War II.
The Story of G. I. Joe—Intimate story of life among our boys overseas as recorded by Ernie Pyle.
Tomorrow Is Forever—Enoch Arden tale of unselfish love.
War Comes to America—Conveys a clear understanding of German and Japanese plans for world domination.
Week-End at the Waldorf—Absorbing drama of forty-eight hours in a world-famous New York hotel.
You Came Along—Mixture of gay comedy and tragic war-time reality.
Your Job in Germany—Competent summary of German military ambition, the German people, and our reasons for keeping an Army of Occupation.

ADULT

And Then There Were None—Baffling murder mystery.
Captain Kidd—Unacceptable as family entertainment.
Duffy's Tavern—Comedy with entertaining specialties.
George White's Scandals—Light musical comedy.
The Hidden Eye—Murder-mystery melodrama featuring an intelligent Seeing-Eye dog.
Jungle Captive—Morbid, distasteful horror melodrama.
Lady on the Train—Sophisticated but unconvincing murder mystery.
Penthouse Rhythm—Fairly amusing but of little value.
Radio Stars on Parade—Mediocre comedy unredeemed by various specialty acts.
Three Strangers—Weird drama, ending in tragedy.
Uncle Harry—Entertaining psychological murder melodrama.

THE *Family* BUILDS THE FUTURE

STUDY COURSE DIRECTED BY RALPH H. OJEMANN

Outstanding Points

I. While the war was on we all sacrificed gladly and worked together for victory, but now many of us are depressed by what seems to be our growing sense of disunity.

II. This apparent disunity, however, may be merely a transitional stage from united efforts to win the war to the development of united efforts to solve the problems that bar the way to a better world. If we recognize these problems and accept the challenge they present to us, as citizens of a democratic nation, we shall have no time for depression.

III. One of these problems is the development of genuine cooperation between labor and management. Every citizen has a clear-cut responsibility here.

IV. Another problem is the vitalizing of the high school curriculum so that it really contributes to the needs of youth. This may well involve developing school-work programs of a truly educative nature.

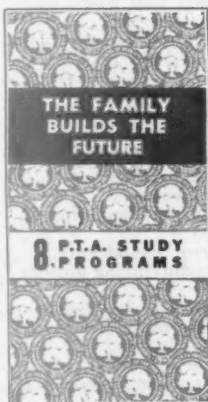
V. With the renewed use of cars on our highways the problem of safety becomes another and vitally important area for united effort.

VI. Still other problems that demand energetic activity are these: improving the quality of the teachers in our public schools, removing and preventing prejudice, contributing through concrete projects to world neighborliness, and developing a nation-wide health and fitness program.

VII. The dissatisfaction that our consciousness of these problems produces in us can be directed into constructive channels if we analyze the problems carefully, discover their causes, and then work to solve them through organized, effective activity.

VIII. The post-V-J Day letdown can be the prelude to positive action that can begin in our homes and communities and radiate outward until its influence is world-wide.

A radio script based on this article will be available on December 1. It will be sent free to parent-teacher groups that are conducting radio programs. The script is being prepared at Station WHA, University of Wisconsin, under the direction of H. B. McCarty, National Congress chairman of the Radio committee.



THE study course outline on this page is for the use of—

- Parent education study groups
- P.T.A. program chairmen
- Individuals who want to test their own knowledge

Based on the article "What Can We Substitute for War?"
See page 4.

Questions To Promote Discussion

1. Look over the list of problems suggested in Dr. Boutwell's article and pick out those that young people might help to solve. Describe in some detail how these problems can become especially challenging to youth.

2. Why is it that young people who are absorbed in interesting activities and valuable work experiences are much less likely to fight, tease, or always want to be first?

3. How can experience in working with others in the family circle help young employees to cooperate better with their employers? How can it hamper such cooperation?

4. What are some of the problems that should be included in a vital high school curriculum? What steps need to be taken in your community to make these problems a part of the school program?

5. What are some of the causes of reckless driving? Why is it that people who have interesting and challenging work and play experiences are, on the whole, well adjusted? Does this have any effect on their driving?

6. We have all observed that many people's ideas about the value of teaching and about the qualities of an understanding teacher change when they grow up and have children of their own. Most parents seem to think that a good teacher is a very valuable asset, but many young people underrate the importance of the teacher's work. Why is this? What can we do to help our capable and intelligent young people to gain a more mature attitude toward the work of the teacher?

7. What kinds of family experiences tend to develop social prejudice in children? Give some specific examples. What kinds of experiences tend to do the opposite? Illustrate.

8. What are some of the health problems in your home and community that were revealed by the draft? What must be done to remedy this situation? How can every family and every member of the family help?

References

Community Life in a Democracy. Chicago: National Congress of Parents and Teachers, 1942.

Educational Policies Commission. *Education for All American Youth.* Washington, D. C.: National Education Association, 1944.

Overstreet, Bonaro W. *Freedom's People.* New York: Harper, 1945.

Articles in the *National Parent-Teacher*:

Ashby, Lyle W. "Can Any Good Come Out of the Peace?" November 1943, pp. 4-8.

Folsom, Joseph K. "Education for Human Relationships," March 1939, pp. 5-9.

Gardner, Sadie B. "Together We Build: Health and Physical Fitness," October 1945, pp. 29-31.

Mead, Margaret. "Youth Would Be Valiant," October 1941, pp. 14-17.

Ojemann, Ralph H. "What Shall We Tell Our Children About Peace?" December 1944, pp. 4-7.

Overstreet, Harry A. "This New World, Is It Brave?" April 1943, pp. 4-7.

Taylor, Katharine Whiteside. "Will Democracy Turn to the Family?" April 1944, pp. 21-24.

Wolf, Anna W. M. "When Fifteen and Fifty Disagree," January 1944, pp. 4-7.

Looking into Legislation

A CONFERENCE on immediate long-time cooperative planning for children and youth was held at Washington, D. C., September 19-21, by representatives of nine national organizations interested in such planning. The National Congress was represented by its president, second vice-president, and its National chairman of the committee on Legislation. At the conclusion of the three-day workshop, the participants were received by President Truman, who listened attentively while a spokesman outlined the recommendations of the group. More detailed recommendations, signed by a representative of each organization, were left with the President.

Following is a statement of the recommendations for legislation:

1. To meet the emergency caused by the termination of wartime child-care services and pending permanent legislation, we request that interim funds to assist local communities in continuing the essential services formerly provided through the Lanham Act be provided the U.S. Office of Education and the U.S. Children's Bureau. These are the regularly constituted agencies responsible for children. By this arrangement much overlapping of supervision, duplication of effort, and waste of money can be avoided. Since most school budgets are set up on a yearly basis the sudden curtailment of funds before the end of the fiscal year has deprived many children of needed services.

2. We restate our interest in and approval of Federal aid to free tax-supported public schools based upon the principles of
equalization,
a maximum of local control, and
provision for nursery schools and kindergartens.

3. We see the need for and recommend the prompt enactment of additional legislation to provide adequate health, welfare, and educational services to all children, such as:

- a. The provision of school lunches as a permanent part of the general health program for children. We heartily endorse the fundamental principle that school lunches should be administered by the Federal, state, and local education departments as a part of the general program for children, not primarily as a method for the distribution of farm surpluses.

- b. The general principle of the free distribution of surplus commodities which are no longer necessary to the military but of tremendous potential value to educational, welfare, and health programs.

- c. A greatly extended and improved school program to meet the health, physical fitness, and recreational needs of children and youth.

- d. Maternal and child welfare services wherever needed for mothers and children.

- e. School building programs that will meet the physical and mental needs of the children and serve the community.

4. We approve a reorganization of government which will coordinate the efforts of various Federal agencies now rendering health, welfare, and educational services.

—CATHERINE F. MCCLELLAN

Contributors

WILLIAM DOW BOUTWELL is the editor of the *American Vocational Association Journal* and assistant to the executive secretary of the association. A writer of note, Dr. Boutwell has devoted much time and effort to the interpretation of public affairs. Of abiding value is *America Prepares for Tomorrow*, which he edited several years ago. Dr. Boutwell was formerly director of the information and radio service of the U.S. Office of Education.

ROBERT P. TRISTRAM COFFIN, Pulitzer Prize poet, has for many years been a literary figure of national distinction. In great demand on the lecture platform, he frequently leaves his beloved Maine to speak before various groups throughout the country. It will soon be time for his annual visit to Chicago. This is an eagerly awaited event, for Mr. Coffin never fails to gather his parent-teacher family around him to hear him read his poems—old favorites and new.

ELIZABETH B. HURLOCK, with twenty years' experience on the faculty of Columbia University, well deserves the high esteem in which she is held both by her fellow psychologists and by parents and teachers. She is also the mother of two children. Among her several books are the ever popular *Modern Ways with Babies*, *Modern Ways with Children*, and *The Value of Praise and Reproof*. She has contributed frequently to scientific journals and periodicals.

GERTRUDE LAWS, director of education for women in the Pasadena public schools, is everywhere known for her distinguished work in parent education and allied fields. Dr. Laws's collaborator, MILDRED J. WIESE, took her doctor's degree at Columbia with a dissertation attractively titled "Easy Reading for Adults." She directed the experiment discussed in "Youth Appraises the American Way."

For three successive years BONARO W. OVERSTREET has each month shared her fair-minded and deep-hearted philosophy with readers of this magazine. Because of the many requests to reprint her articles—especially "How To Stay Alive as Long as You Live," published last year—the National Congress is making this series available in booklet form. It will be off the presses shortly.

DONALD J. SHANK, administrative associate of the American Council on Education and one of our country's leading young educators, writes from personal experience about the work of the council in compiling materials for the U.S. Armed Forces Institute. In connection with his present article he is pleased to note that George F. Zook, president of the American Council on Education, has announced a grant of \$150,000 from the Carnegie Corporation and the General Education Board for a two-year study of the implications of military educational and training programs.

We are happy to welcome to "Poetry Lane" this month LAURA BENÉT, sister of William Rose Benét and of the late Stephen Vincent Benét. Distinguished member of a distinguished family of American poets, Miss Benét is beloved by children and grownups alike for her many published works of poetry, fiction, and biography.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. P. K. Bearce, editor, *Rhode Island Parent-Teacher Bulletin*, Mrs. George A. North, chairman, committee on Children's Programs, Rumford P.T.A., and Mrs. Paul L. Gould, president, Rhode Island Congress; and Mrs. E. H. Becker, president, Texas Congress.

This month's cover picture..... H. Armstrong Roberts

1422 Kletza

FIVE-STAR



FINAL

Last Minute News

Fall Board meeting in Chicago. The coming year is so alive with possibilities, so full of new and challenging needs that parent-teacher leaders all over the nation are eager to have the surest knowledge of the responsibilities that lie within their province. Preparations are now in progress to offer this necessary knowledge at the meeting of the Board of Managers which will be held in Chicago the week of December 3. Its keynote is expressed in the theme "Together We Build."

Mrs. Hastings confers at the White House. On September 17 the president of the National Congress, Mrs. William A. Hastings, was a member of a group that called on President Truman to ask his support in providing needy war casualties with more adequate and speedier aid.

Shortly after this conference, representatives of various organizations met in Washington to discuss what the Federal government does, or might do, to conserve the health and well-being of all children and youth from every possible angle—physical, mental, social, and spiritual. On the last day of the meeting several of the representatives conferred with President Truman. Among the members of the group were Charles W. Phillips, second vice-president of the National Congress of Parents and Teachers; Mrs. Malcolm McClellan, National chairman of Legislation; and Mrs. William A. Hastings, National president. See "Looking into Legislation," page 39 of this issue.

Home building—a crucial problem. Parent-teacher members have been asked by Chester Bowles to support his efforts to control fairly the selling prices of homes. As Mr. Bowles explains it, the demand for building materials is great, but the available materials are critically scarce. This means high prices for both homes and land and, consequently, inflated values. Hence some controls are essential if thousands of American families are not to lose all their savings.

Executive Committee to select Convention city. The National Congress is planning to hold its annual Convention sometime in May 1946. One of the items on the agenda of the Executive Committee at the fall Board meeting is the selection of the city in which the Convention will be held. Watch this page for further news.

Hawaii objects to child labor. News from our Hawaii Congress of Parents and Teachers tells us that our members there disapprove the continuation of the student work program. Hawaii's board of managers passed the following resolution:
"That the present shortage of labor in the pineapple and sugar companies is a problem which should not be solved by children during their regular school hours."
"That letters containing this resolution be sent to every senior and junior high school throughout the territory, with the suggestion that each high and intermediate school call a meeting of parents, teachers, and students to decide what seems most fitting and proper for their school to do."

The London Conference on Education and Cultural Organization. Of utmost importance to the future welfare of the world is the United Nations Conference on Education and Cultural Organization, which will convene in London on November 1, 1945. Here the nations will plan a program of international educational cooperation on a scale hitherto unknown.

The specific provisions for education that appear in the United Nations Charter were drafted at the San Francisco Conference. By now parent-teacher members everywhere know that the National Congress of Parents and Teachers—represented by its president, Mrs. William A. Hastings, and her two associates, Mrs. J. W. Bingham and Mrs. J. J. Garland—played no small part in sponsoring these proposals and in securing their acceptance by the United States delegates.

On September 21 and 22 Mrs. Hastings participated in a two-day meeting called by the American Council on Education at Washington, D. C., to discuss the proposals from the point of view of the forthcoming London Conference.